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ABSTRACT

This report presents Texas Educational Assessment of Minimum Skills (TEAMS) student performance results for the 1989-90 school year. Data are aggregated and reported for the state as a whole, for various student and district demographic groupings, for school districts, and for individual campuses. Section I provides an executive summary of performance results for all grades tested. Section II discusses the background of the assessment program and highlights information essential to a thorough understanding of these performance results. Sections III through VIII present a 5-year summary and a 1989-90 summary of performance results for the exit level (grade 11) and grades 9, 7, and 5 and English and Spanish versions for grade 3. Since the 1985-86 school year, the TEAMS program has measured student performance in the basic minimum skills of mathematics, reading, and writing. During the 1989-90 school year, the TEAMS program assessed more than 1,200,000 students in mathematics, reading, and writing in grades 3, 5, 7, and 9; and in mathematics and English language arts in grades 11 and 12. Comparative results across the 5 years indicate that mastery rates and scaled scores have improved in each subject area at each grade level tested. Thirty-two figures, 57 tables, and 24 bar graphs are included. Data on the number of instructional objectives, the grade 9 written composition explanation of analytical information, the TEAMS minimum passing scores, raw score to scaled score conversions, and categories on the District Demographic Report are appended, largely in the form of tables. (RLC)

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

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STUDENT PERFORMANCE RESULTS
1989 – 1990

STATEWIDE AND REGIONAL RESULTS
VOLUME I

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TEXAS EDUCATION AGENCY
AUSTIN, TEXAS

Texas Educational Assessment of Minimum Skills

Student Performance Results 1989–1990

Volume 1 Statewide and Regional Results

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September 1990

Texas Education Agency
Division of Student Assessment

September 1990

TO THE CITIZENS OF TEXAS:

This report presents Texas Educational Assessment of Minimum Skills (TEAMS) student performance results for the 1989-1990 school year to the Governor, Lieutenant Governor, Legislature, State Board of Education, school officials, and other citizens interested in our Texas public schools. These results, compiled in three volumes, are aggregated and reported for the state as a whole, for various student and district demographic groupings, for school districts, and for individual campuses.

In this volume, Section I provides an executive summary of performance results for all grades tested, and Section II gives a background of the assessment program and highlights information essential to a thorough understanding of these performance results. Sections III through VIII present a five-year summary and a 1989-1990 summary of performance results for the exit level and Grades 9, 7, 5, and 3 (English and Spanish versions). Volume 2 presents district-level performance results, excluding the results of special education students, aggregated within each grade level tested. Volume 3 aggregates performance results, excluding the results of special education students, for each district and campus in the state.

Since the 1985-1986 school year, the TEAMS program has measured student performance in the basic minimum skills of mathematics, reading, and writing. Comparative results across the five years indicate that mastery rates and scaled scores have improved in each subject area at each grade level tested. These gains in student achievement are encouraging, but we must challenge our students to attain more than minimum skills. We expect the 1990-1995 Texas Assessment of Academic Skills (TAAS) program will continue the progress of the TEAMS program and will help to equip our students with the academic skills necessary for the twenty-first century.

Sincerely,

W. N. Kirby
Commissioner of Education

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Section I

EXECUTIVE SUMMARY

The Texas Educational Assessment of Minimum Skills (TEAMS) program evaluates an individual student's basic competency in mathematics, reading, and writing. The criterion-referenced tests of the program relate test questions to specific learning objectives and levels of proficiency in skills which students have been taught. The skills and competencies expected of Texas students delineated in the *State Board of Education Rules for Curriculum* provide the basis from which the TEAMS test objectives were drawn. The diagnostic aspect of the TEAMS tests allows for the identification of areas of high and low student performance so that remedial instruction to eliminate particular weaknesses can take place.

During the 1989-1990 school year, the TEAMS program assessed more than 1,200,000 students in mathematics, reading, and writing at Grades 9, 7, 5, and 3, and in mathematics and English language arts at Grades 11 or 12. This report presents student performance results for the 1989-1990 school year.[1]

In October 1989, seventy-seven percent of the Grade 11 students passed all tests taken, a two percentage point gain since October 1988. By subject area, the mastery rate in mathematics (80%) gained two percentage points since 1988, while the mastery rate in English language arts (90%) remained unchanged since 1988. Since the initial administration in October 1985, Grade 11 student performance has improved forty-one scaled score points in mathematics and seventeen scaled score points in English language arts.

Grade 11 Scaled Scores
October Administration

	1985	1986	1987	1988	1989
Mathematics	740	761	769	774	781
English Language Arts	775	785	785	794	792

The percent of Grade 12 students (59%) passing all tests taken in October 1989 improved four percentage points since October 1988. Most of the Grade 12 students tested in October 1989 were retaking one or both sections of the exit level test. By subject area, sixty-two percent of the Grade 12 students demonstrated mastery in mathematics, a five percentage point improvement since October 1988. The Grade 12 mastery rate in English language arts (68%) remained unchanged since October 1988.

In May 1990, eighty-six percent of the 9,696 Grade 12 students tested were retaking either one or both sections of the exit level test. Sixty-three percent of the Grade 12 students tested passed all tests taken, thus, meeting the TEAMS requirement for graduation. A total of 3,635 seniors, or thirty-seven percent of the Grade 12 students tested, did not master one or both sections of the exit level test, thereby failing to be eligible to receive a high school diploma.

For Grade 11 students tested during the May 1990 administration, fifty-four percent passed all tests taken, a one percentage point gain since May 1989. Forty-six percent, or 20,423 Grade 11 students, did not master one or both sections of the test. As seniors, these students will have two more opportunities to retake the appropriate section(s) of the exit level test to complete the TEAMS requirement for graduation.

Comparative results between the initial TEAMS administration in February 1986 and the February 1990 administration show gains in scaled scores and percent mastery rates in each subject area at each grade level tested. At Grade 9, the percent of students passing all tests taken (62%) in February 1990 has improved seven percentage points since 1986. At Grade 7, the mastery rate in February 1990 jumped twenty-one percentage points since February 1986. Since February 1986, the mastery rate at Grade 5 has improved each year, gaining eighteen percentage points overall. In February 1990, the percent of Grade 3 students passing all test taken has gained eighteen percentage points since February 1986. Grade 3-Spanish results have gained six percentage points since February 1987; however, since February 1988 no gains have been shown in the percent of students passing all tests taken.

Percent of Students Mastering All Tests Taken

	1986	1987	1988	1989	1990
Grade 9	55%	58%	58%	62%	62%
Grade 7	57%	65%	73%	72%	78%
Grade 5	57%	60%	72%	74%	75%
Grade 3	52%	63%	69%	72%	70%
Grade 3 – Spanish	*	72%	78%	78%	78%

* The Grade 3-Spanish version was first administered in 1987.

Comparing statewide average scaled scores since the initial administration in the 1985-1986 school year, TEAMS performance results have improved at each grade in all three subject areas, as shown in the chart on the following page. Since February 1986, student performance has improved significantly in writing at Grades 7, 5, and 3, as well as in mathematics at Grade 3.

Scaled Score Performance Gains
February 1986 - February 1990

	Mathematics		Reading		Writing	
Grade	1990	Gains	1990	Gains	1990	Gains
9	801	20	795	12	748	18
7	835	48	802	30	789	50
5	823	40	803	13	786	47
3	849	56	815	43	779	55
3 – Spanish*	811	23	831	20	836	23

* The Grade 3-Spanish version was first administered in 1987 and therefore three-year improvement is shown.

At Grade 11, comparisons of ethnic group performance results show that black students have made the biggest gains in scaled score performance in both subject areas, improving sixty-two scaled score points in mathematics and thirty-five points in English language arts since October 1985. Both Hispanic and black students achieved greater gains than white students since 1985, narrowing the disparity in performance between the three largest ethnic groups.

Comparisons of statewide scaled scores aggregated by ethnicity at Grades 9, 7, 5, and 3 show that black and Hispanic students have also achieved significant gains in each subject area, thus, narrowing the disparity in performance with white students. At Grade 9, black students achieved the largest scaled score gains in each subject area since 1986. At Grade 7, Hispanic students posted the largest improvements in mathematics and reading scaled scores, while black students showed the largest gain in writing. Grade 5 performance results show that Hispanic students demonstrated the largest gains in each subject area since February 1986. At Grade 3, Hispanic students posted the largest scaled score gains in mathematics and reading, while black students achieved the largest gain in writing.

The fifth year of testing revealed that disparities in performance still exist in each subject area between participants in certain programs and non-participants. Students identified as low income by participation in a free or reduced price meal program and students enrolled in a Chapter 1 Regular Program for the educationally disadvantaged generally achieved lower average scaled scores in each subject area than students not participating in these programs.

Section 21.557 of the Texas Education Code mandates that remedial instruction must be offered for students failing to attain mastery in a subject area. The 1989-1990 TEAMS administrations identified the following numbers of students requiring remediation in one or more subject areas.

Students Needing Remediation
1989-1990

	Failed 1 or More Tests	Percentage of Students Tested
Grade 12–October 1989	10,069	41%
Grade 11–October 1989	41,693	23%
Grade 12–May 1990	3,635	37%
Grade 11–May 1990	20,423	46%
Grade 9	88,147	38%
Grade 7	51,864	22%
Grade 5	59,403	25%
Grade 3	75,261	29%

Section II

Overview

Background

The 1985-1986 school year marked the beginning of the Texas Educational Assessment of Minimum Skills (TEAMS) program, which was mandated by House Bill 72 and passed during the Second Called Session of the 68th Texas Legislature in July 1984. The TEAMS program measures minimum basic skills in the subject areas of mathematics, reading, and writing in Grades 3, 5, 7, 9, and in mathematics and English language arts in Grades 11/12. The TEAMS tests are administered each February to students in Grades 3, 5, 7, and 9. The exit level TEAMS test is administered in October and May each year to all Grade 11 students and to those Grade 11 and 12 students who have not previously mastered the exit level test.

Eleventh and twelfth graders are required to pass both the mathematics and English language arts sections of the exit level test in order to be eligible to receive a Texas high school diploma. Students have as many as four opportunities to master the exit level TEAMS test during their junior and senior years. Section 21.551 of the Texas Education Code states that a student "...may retake those sections of the assessment instrument on which [he/she] has not performed satisfactorily." An individual student who has fulfilled all graduation requirements except the demonstration of mastery on the TEAMS test may retake the examination each time it is offered.

In response to concerns regarding the appropriateness of evaluating students having limited proficiency in English with a test written in English, the Texas Education Agency has administered Spanish language versions of the Grade 3 tests since 1987 for Spanish language dominant students.

Development of the Assessment Instruments

In the development phase of the TEAMS program, the Texas Education Agency held meetings across the state and conducted surveys to ensure that the new assessment instruments would include appropriate learning objectives upon which students had been adequately instructed. Information on the appropriateness of desired learning objectives was obtained from Texas students, teachers, and administrators. As a result of these extensive inquiries, objectives were selected for mathematics and English language arts at exit level and for mathematics, reading, and writing at Grades 3 (English and Spanish), 5, 7, and 9. Test items were developed, examined closely by

review committees of educators, and field tested to obtain test item statistics. In addition, special committee meetings of Texas educators were convened and statistical analyses were conducted to ensure that test items were not biased against any minority group. After these analyses, subject area tests were constructed to include four items measuring each instructional objective. Appendix A shows the number of objectives assessed in mathematics, reading, and writing at each grade level.

Test Quality

The quality of the tests which comprise the TEAMS program is examined by two means: validity and reliability. Validity studies on tests yield an indication of whether the test measures what it claims to measure. Reliability studies indicate how consistently the test measures its objectives. Both types of studies are conducted routinely on the TEAMS test.

Validity

Both curricular and content validity are important kinds of validity to establish in the TEAMS testing program. Do the objectives being tested adequately represent what students should be able to do? And do the items based upon the objectives measure intended behaviors? The complex process of developing the TEAMS tests ensures an affirmative answer to both questions. TEAMS is an objective-based test. The objectives are drawn from a set of basic competencies from the mandated Texas public school curriculum. Advisory groups of Texas teachers, curriculum content specialists, administrators, and Texas Education Agency staff participated in the process of reviewing the state mandated essential elements, selecting a set of minimum competencies, and confirming that test items measured these competencies. Since a strong link exists between the TEAMS tests and the state curriculum, these examinations measure objectives that Texas students should master.

Reliability

Internal consistency is an important type of reliability to estimate for the TEAMS test. This kind of reliability yields an indication of the extent to which the items in each content area are homogeneous. Computation of an estimate for internal-consistency reliability is accomplished using either the Kuder-Richardson Formula 20 or 21. Both formulas are based upon variances of items as they relate to the total variance of the test.

KR20 is typically used for dichotomously scored items where individual p-values are available. A p-value for a particular item is the percent of students who answered that item correctly. KR21 uses the average p-value and will yield the same estimate as KR20 only if all item difficulties are equal. KR 21 therefore can be calculated easily directly from the mean and variance of the test.

Reliability estimates for the TEAMS tests are consistently high (KR20: .77-.93 and KR21: .74-.93). Since KR20 and KR21 are techniques developed for norm-referenced tests, estimates for criterion-referenced tests, such as TEAMS, will be in a range somewhat lower than that for typical norm-referenced tests. In a mastery-type test, such as TEAMS, in which a large proportion of students score in the high end of the range, score variance is restricted and thus the reliability estimate is reduced. Reliability estimates generated by these techniques are useful comparative indicators of internal-consistency.[2]

Measurement of Writing Skills

Each objective on the Grade 3-Spanish and the exit level writing test was measured with multiple-choice items. The writing test at Grades 3 (English only), 5, 7, and 9 consisted of multiple-choice items and a written composition. The multiple-choice items tested language mechanics and usage while the written composition was a direct measurement of students' ability to synthesize the component skills of writing including organization and topic development. The composition task required students to think clearly, to advance from simple to complex ideas, and to express ideas in writing. The written composition assessed student competence in organizing these ideas and in responding appropriately to purpose and audience/topic through various modes of writing. In February 1990, the following types of writing were assessed:

Grade 9	Persuasive
Grade 7	Classificatory
Grade 5	Narrative
Grade 3	Descriptive

Each written composition was scored from "1" (low) to "4" (high) by trained readers using a focused holistic scoring process. Compositions that could not be scored were assigned a rating of "0". This scoring system is holistic in that the total piece of writing is considered. It is focused because the writing is evaluated in terms of the composition's organization and its response to purpose and audience/topic. The readers rate each writing sample utilizing this scoring process while considering the composition's first-draft writing.[3]

Beginning in the 1987-1988 school year, additional scoring information was provided on failing compositions. Essays receiving ratings of "0" or "1" were annotated if the student did not address the topic (WROTE OFF TOPIC), or did not use the required type of writing (USED WRONG PURPOSE/MODE). Beginning in the 1988-1989 school year, ninth grade student essays receiving ratings of "0" or "1" were provided with more detailed analytical score information. In addition to "WROTE OFF TOPIC" and "USED WRONG PURPOSE/MODE", a number of other specific areas of weaknesses were annotated for each failing Grade 9 composition.

Beginning with the 1990-1991 school year, every student will be required to demonstrate satisfactory performance on a written composition at the exit level as one of the requirements for receiving a Texas high school diploma. The identification of these areas at Grade 9 may provide teachers with information to begin intensive remedial instruction targeted at specific weaknesses. The analytic summary information for Grade 9 written compositions is outlined in Appendix B.

TEAMS Scaled Score

The TEAMS scaled score is a statistical conversion of the number of items correct (the raw score). The scaled score provides information in addition to that given by the mastery rate. The percent of students demonstrating mastery discloses how many students attain the minimum passing standard, one important educational hurdle. By providing performance information on the entire set of items tested, the scaled score reveals the entire range of student performance both above and below the mastery hurdle.

The scaled score adjusts for slight variations in test difficulty from one administration to the next. For example, a scaled score of 660, may represent a raw score of 22 test items correct one year but a raw score of 23 items correct the next year. In this example, the second raw score indicates a slightly easier test, for which the scaled score adjusts.

In addition, equal differences in the scaled score metric represent approximately equal differences in student performance for a given grade and subject. These equal differences facilitate the process of comparing statistically the performance of different groups of students.

Scaled scores are comparable across years but not across subject area tests or across grade levels. A scaled score of 760 in reading at Grade 3 cannot be compared with either a scaled score of 760 in mathematics at the same grade or a scaled score of 760 in reading at Grade 5. Correspondingly, a gain of 30 scaled score points in one subject area at one grade may not equal a 30 point improvement in another subject or at another grade level. Since comprehension of the scaled score concept is less intuitive than that of the number of items correct, Appendix C shows the number of items required correct to obtain the minimum passing score (700) for Grades 3 through 9, as well as exit level. Appendix D provides tables which present the correspondence of the raw score to the scaled score for each grade and subject area tested.

Mastery Criteria

The State Board of Education set mastery criteria for the TEAMS tests on the basis of field test data and considerations such as content and quality of the examination, phase-in time, adequacy-of-preparation, and data-based, projected pass rates.[4] These criteria determined the minimum level of satisfactory performance for students at the grades tested. To master each

objective measured with multiple-choice test items, students were required answer correctly at least three of the four items measuring that objective. For mastery of the writing test, students were also required to score at least a "2" on the written composition, included at Grades 3 (English version), 5, 7, and 9. Total test mastery for each subject area represented a scaled score of 700.

The State Board set exit level passing standards that reflected concerns about phase-in time and adequacy-of-preparation. On tests administered during the initial year of the program (1985-1986), students were required to answer correctly at least 36 items of 72 in mathematics and at least 45 items of 72 in language arts to attain mastery. The Long-Range Plan for Education in the State of Texas provides that the minimum passing TEAMS scores be reexamined and raised when appropriate. After reviewing data from the 1985-1986 administrations, the State Board of Education raised the exit level passing standard for students who were first tested in the 1986-1987 school year. To achieve mastery, junior class students taking the test for the first time during that school year were required to answer correctly at least 39 of 72 mathematics items and at least 50 of 72 English language arts items. The passing standard in mathematics was raised again for juniors taking the test for the first time in 1987-1988. These students had to achieve a scaled score of 700 by answering correctly at least 50 of 72 mathematics items and 50 of 72 language arts items.

Since the October 1987 administration, the State Board of Education has maintained the passing standard for both subject areas at a scaled score of 700. On the October 1989 administration, this passing standard corresponded to 50 items correct on the English language arts test and 50 items correct on the mathematics test. A student who retakes one or both sections of the exit level test must meet the passing standard in effect when the student first attempted the exit level TEAMS test. Test development and standard setting for the exit level assessment instrument instrument is documented in the publication, *Setting Passing Standards for the Texas Educational Assessment of Minimum Skills.*

National Comparative Data

During the early years of the TEAMS program, national percentile ranks were predicted from the results of a study that equated aggregated student performance on the TEAMS test to that of the national norm group, the Metropolitan Achievement Tests, 6th Edition (MAT6). Because of concerns that rapid growth in student performance on TEAMS inflated the predictions, the predicted national percentile ranks are no longer reported. A state-administered norm-referenced assessment will be implemented beginning in the 1991-92 school year.

Test Security

TEAMS is a secure testing program as established by Section 21.556 of the Texas Education Code. Persons responsible for testing ensure the confidentiality of all testing materials. No duplication of any TEAMS testing

material is permitted. Test booklets are assigned to campuses by unique security numbers. When test materials are returned, each booklet security number assigned to a particular campus is checked against the master assignment list. Superintendents certify that test security was maintained within each district.

Because of the importance of test security, the Texas Education Agency has identified possible penalties for violation of test administration procedures or test security regulations. Irregularities in test administration result in invalidation and suppression of student results for campuses or districts. Penalties to the professionals involved in test security violations are outlined below:

- reprimand by the Commissioner
- permanent reprimand affixed to certificate(s)
- temporary suspension of certificate(s)
- revocation of certificate(s).

Format of this Report

This report presents the following performance results for each grade level tested during the 1989-1990 school year:

- a narrative summary of student performance
- statewide summary reports
- a summary of statewide student performance by demographic and program variables (the student demographic report)
- a summary of aggregated district performance by demographic and regional variables (the district demographic report).

The narrative summary of student performance, divided into two sections, begins with a five year summary comparing student performance results between the 1985-1986 and the 1989-1990 administrations. The 1989-1990 summary of performance results follows, by grade level, for the respective October 1989, February 1990, or May 1990 administration.

A set of statewide summary reports follows the summary of student performance for each grade level tested. For the October 1989 administration, the summary report section includes the all students, first time tested students, and retested students summary reports for Grades 11 and 12. The May 1990 exit level reports include those for all students, first time tested students, the retested students, the special education students and the nonspecial education students summary reports for Grades 11 and 12. The summary reports for all students, special education students, and nonspecial education students are included for the February 1990 administration for Grades 9, 7, 5, 3, and 3-Spanish.

The student demographic report aggregates statewide student performance results by both demographic categories and participation in various programs. The district demographic report groups school districts by various demographic categories and includes results aggregated by the twenty Education Service Center (ESC) regions. Both the student and district demographic reports provide the following performance results for all students tested: the number of students tested, the percent passing all tests taken, scaled scores by subject area, scaled score gains or losses as compared with 1988-1989 results, and the number of students needing remediation in one or more subject areas. Neither the student nor the district demographic report is provided for the May 1990 exit level test.

In the 1989-1990 school year, the TEAMS tests were administered to students in more than 1,000 school districts throughout the state. Each of these districts is distinguished by demographic factors which may be related to performance results. Appendix E provides information on the demographic categories found in the district demographic report.

Section III

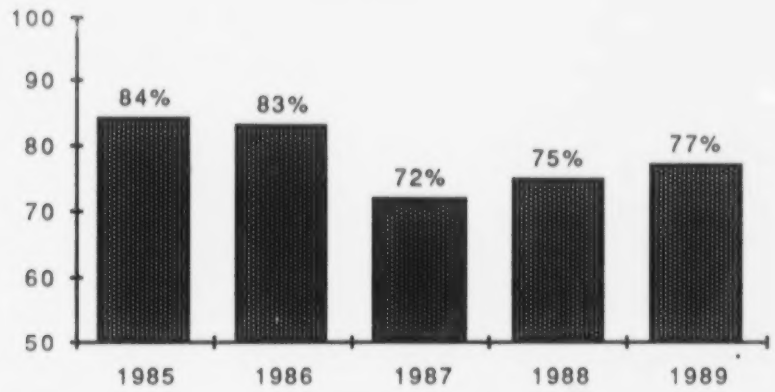
Exit Level Results

Five Year Summary

Since the initial exit level administration in October 1985, the mathematics subject area scaled score has steadily improved each year, gaining forty-one scaled score points since October 1985. The English language arts scaled score has gained seventeen points since October 1985, despite a two point scaled score decline since the October 1988 administration.

The percent of Grade 11 students passing all tests taken has improved the last three October exit level administrations, as shown in the graph below. As explained in the Overview section, the exit level passing standard was increased in mathematics and English language arts following the October 1985 administration and was increased again in mathematics following the October 1986 administration. Since the October 1987 administration, the exit level mastery standard set by the State Board of Education has been maintained at a scaled score of 700 for both the mathematics and English language arts tests.

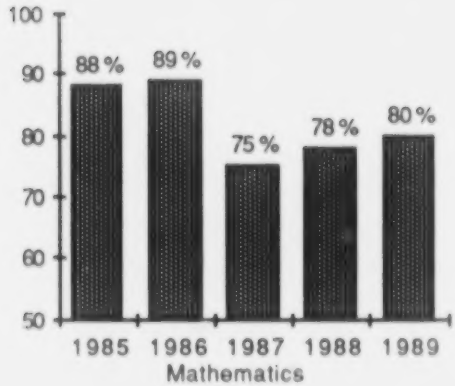
Percent of Students Passing All Tests Taken
October Administration
Grade 11

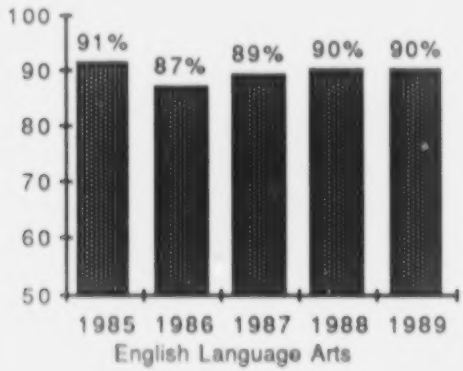


By subject area, eighty percent of the Grade 11 students demonstrated mastery in mathematics, a two percentage point gain since October 1988 and a five percentage point improvement since October 1987. In English language arts, the mastery rate has remained constant since the October 1987 administra-

tion. The following charts illustrate subject area performance for Grade 11 students since the initial exit level administration in October 1985.

Percent of Students Mastering Each Subject Area
October Administration
Grade 11





October 1989 Summary

The exit level Texas Educational Assessment of Minimum Skills (TEAMS) test was administered to more than 200,000 Grade 11 and Grade 12 students in October 1989. Compared with October 1988 results, eleventh graders improved the percent of students mastering all tests taken by two percentage points, while Grade 12 student results improved four percentage points to a fifty-nine percent overall mastery rate.

Summary of Exit Level Student Performance

	Total Tested	Mastered All Tests Taken	Failed 1 Test Only	Failed Both Tests
Grade 11	181,494	139,801 (77%)	29,848 (16%)	11,845 (7%)
Grade 12	24,403	14,334 (59%)	8,281 (34%)	1,788 (7%)

In October 1989, a total of 181,494 Grade 11 students were tested in one or both subject areas, a decrease of more than 1,700 students from October 1988. 41,693 juniors, or twenty-three percent of the students tested, did not master one or both tests, thus, will require remedial instruction. These students will have three more opportunities to master the exit level test before the end of their senior year. Compared with October 1988 results, the improved mastery rate and the decline in the number of students testing resulted in an overall decrease of almost 4,300 students requiring remediation in one or both subjects.

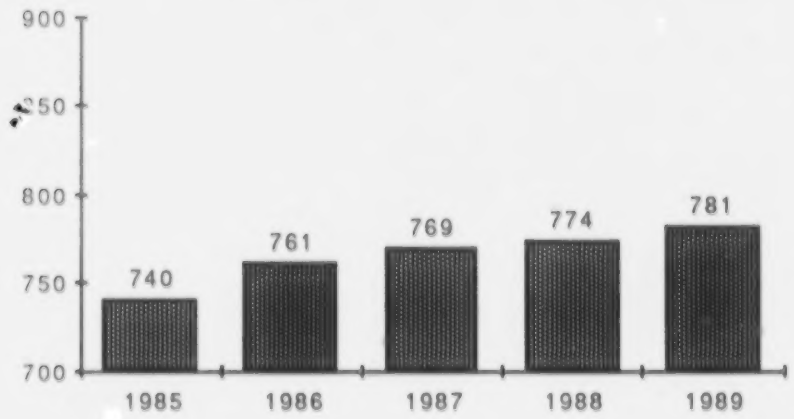
The following graph illustrates Grade 11 and Grade 12 student performance by subject area for the October 1989 administration. At Grade 11, ninety-seven percent of the students were testing for the first-time, while approximately twenty-seven percent of the Grade 12 students were testing for the first-time in October 1989.

Student Performance by Subject Area

	Total Tested	Mastered the Test	Scaled Score
Grade 11			
Mathematics	178,545	143,005 (80%)	781
Language Arts	177,060	159,062 (90%)	792
Grade 12			
Mathematics	21,411	13,325 (62%)	721
Language Arts	11,754	7,983 (68%)	739

The Grade 11 mathematics scaled score improved seven points since October 1988, as shown in the graph below. The objective, measurement units, was the lowest performing mathematics objective in October 1988 (51%), yet improved eleven percentage points in October 1989 to a sixty-two percent mastery rate. The mathematics objectives, geometric properties and probability, also made significant gains in objective-level mastery, improving ten and twelve percentag : points, respectively, since October 1988.

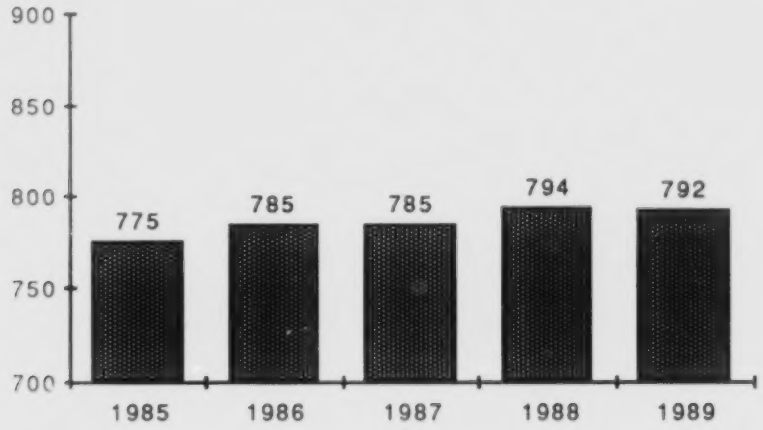
Grade 11 Mathematics Scaled Score



In English language arts, the Grade 11 statewide average scaled score declined two points since October 1988, but has improved seven points from the October 1987 and October 1986 administrations. At the objective-level, distinguishing between fact and opinion, showed the greatest gain in mastery (7 percentage points), as compared with October 1988 results. The objective measuring proofreading skills remained the lowest performing English

language arts objective with a fifty-five percent mastery rate. In October 1989, the mastery rate on the spelling objective declined by fourteen percentage points since October 1988.

Grade 11 Language Arts Scaled Score



Student demographic performance results show that black students gained five percentage points in percent passing all tests taken and achieved the largest scaled score gain in mathematics (13 points). Hispanic students improved three percentage points in the percent passing all tests taken and gained ten scaled score points in mathematics, while white students gained six scaled score points in mathematics. None of the three ethnic groups posted any significant scaled score gains in English language arts. Statewide mastery rates for Grade 11 students, aggregated by ethnicity, are displayed in the following chart.

Mastery Rates by Ethnic Group
October 1989

	All Tests Taken	Mathematics	Language Arts
Black	61%	65%	83%
Hispanic	67%	72%	84%
White	85%	87%	95%

Participants in a Chapter 1 Regular program gained nine percentage points in percent mastery since October 1988, corresponding to an eighteen point scaled score gain in mathematics and a five point gain in English language arts. Students participating in a free/reduced priced meal program made significant gains in both mathematics and English language arts, while nonparticipants made smaller gains in mathematics, and declined two scaled score points in English language arts.

Students identified as limited English proficient achieved a seven percentage point gain in overall mastery rate, compared with October 1988 results. Eleventh graders classified as at-risk achieved a two percentage point improvement in mastery, as compared with at-risk students' performance in October 1988.

District demographic performance results aggregated by district type indicate that the eight major urban districts posted a thirteen point scaled score gain in mathematics and a one point scaled score gain in English language arts. These urban districts also achieved a substantial five percentage point increase in mastery rate, compared with October 1988 results. The remaining seven district groupings posted smaller gains in mathematics and no gains in English language arts.

May 1990 Summary

The exit level TEAMS test was administered to almost 54,000 students in Grades 11 and 12 in May 1990. Statewide performance results for the May 1990 exit level TEAMS test are shown in the following table.

Summary of Exit Level Student Performance
May 1990

	Total Tested	Mastered All Tests Taken	Failed 1 Test Only	Failed Both Tests
Grade 11	44,232	23,809 (54%)	15,783 (36%)	4,640 (10%)
Grade 12	9,696	6,061 (63%)	3,046 (31%)	589 (6%)

Fifty-four percent of the eleventh graders tested, or 23,809 students, passed all tests taken on the May exit level test, while 20,423 Grade 11 students failed one or both tests. In mathematics, fifty-six percent of the Grade 11 students mastered the mathematics test, a two percentage point gain from May 1989, while sixty-four percent mastered the English language arts test, a one percentage point decline since May 1989.

At Grade 12, sixty-three percent of the students tested, or 6,061 students, mastered all tests taken, compared with a sixty-four percent mastery rate in May 1989. Eighty-six percent of the Grade 12 students tested in May 1990 were retaking either one or both sections of the exit level test. In addition, most of these students were retaking the test for the fourth time since they had failed to demonstrate mastery when first tested as juniors in October 1988.

A total of 3,635 seniors, or thirty-seven percent of the twelfth graders tested, failed one or both sections of the test, thereby failing to be eligible to receive a high school diploma. In May 1990, the number of Grade 12 students tested decreased by almost two thousand students as compared with the May 1989 administration. As a result, despite the one percentage point decline in

percent mastery from May 1989, five hundred fewer Grade 12 students failed one or both sections of the TEAMS test in May 1990, compared with May 1989.

Student Performance by Subject Area
May 1990

	Total Tested	Mastered the Test	Scaled Score
Grade 11			
Mathematics	37,950	21,228 (56%)	706
English Language Arts	22,863	14,522 (64%)	722
Grade 12			
Mathematics	7,904	5,164 (65%)	721
English Language Arts	3,839	2,355 (61%)	720

Out-of-School Examinee Results

Out-of-school examinees have fulfilled all graduation requirements except mastery of the basic skills measured on the exit level test. Section 21.553 of the Texas Education Code states that students who have not mastered all sections of the exit level test may retake the test each time it is administered. The out-of-school examinees are given an opportunity to retake the test during the October and May administrations, as well as an additional summer administration in July. The following chart displays the number of out-of-school examinees tested, and the number and percent of students mastering the mathematics and the English language arts tests for the 1989-1990 school year.

Summary of Out-of-School Examinee Performance
1989-1990

	Total Tested	Mastered the Test
October 1989		
Mathematics	620	217 (35%)
English language arts	424	127 (30%)
May 1990		
Mathematics	429	150 (35%)
English language arts	249	87 (35%)
July 1990		
Mathematics	1707	742 (43%)
English language arts	941	360 (38%)

Figures 1 through 16 display Grade 11 and Grade 12 statewide student performance results for the October 1989 and May 1990 administrations. Two additional summary reports aggregating performance results for special education students and nonspecial education students are included for the Grade 11 and Grade 12 May 1990 administration. Figures 10 and 11 display the Grade 11 special education and nonspecial education summary reports and Figures 15 and 16 display the Grade 12 special education and nonspecial education summary reports for May 1990.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

02/02/90

ALL STUDENTS

REPORT DATE: NOVEMBER 1989

DATE OF TESTING: OCTOBER 1989

STATEWIDE

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	162227	91	16318
	2.ROUNDING OF NUMBERS	155082	87	23463
	3.EQUIVALENCIES	150111	84	28434
	4.EXPONENTIAL/STANDARD NOTATION	167783	94	10762
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	116057	65	62488
	6.DECIMALS (+,-,×,÷)	165764	93	12781
	7.INTEGERS (+)	154437	86	24108
	8.MULTIPLE OPERATIONS (+,-,×,÷)	128575	72	49970
	9.PROPORTION	124973	70	53572
	10.PERCENT	136774	77	41771
	11.MEASUREMENT UNITS	109956	62	68589
	12.GEOMETRIC FORMULAS	139927	78	38618
	13.GEOMETRIC PROPERTIES	123152	69	55393
	14.AVERAGES	154272	86	24273
	15.PROBABILITY	143245	80	35300
	16.CHARTS, GRAPHS	174041	97	4504
	17.FORMULAS	128898	72	49647
	18.EQUATIONS	140017	78	38528
	STUDENTS TESTED: 178545 TOTAL MATHEMATICS:	143005	80	35540
	MATHEMATICS SCALED SCORE: 781			
LANGUAGE ARTS	1.MAIN IDEA	123982	70	53078
	2.CONTEXT CLUES	173279	98	3781
	3.WORD STRUCTURE	165030	93	12030
	4.SPECIFIC DETAILS	173839	98	3221
	5.SEQUENCING OF EVENTS	170124	96	6936
	6.DRAWING CONCLUSIONS	134780	76	42280
	7.FACT, OPINION	141446	80	35614
	8.REFERENCE SOURCE IDENTIFICATION	172756	98	4304
	9.REFERENCE SOURCE USAGE	169557	96	7503
	10.LITERARY ANALYSIS	164931	93	12129
	11.CAPITALIZATION	150729	85	26331
	12.PUNCTUATION	105230	59	71830
	13.SPELLING	111426	63	65634
	14.CORRECT ENGLISH USAGE	128435	73	48625
	15.SENTENCE STRUCTURE	133439	75	43621
	16.SENTENCE COMBINING	171314	97	5746
	17.PROOFREADING	96933	55	80127
	18.ORGANIZATION SKILLS	149853	85	27207
	STUDENTS TESTED: 177060 TOTAL LANGUAGE ARTS:	159062	90	17998
	LANGUAGE ARTS SCALED SCORE: 792			

GROUP CHARACTERISTICS BASED ON 196686 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	4580	2
Students Exempt from Both Tests : ARD	8082	4
Other Students Not Tested	2530	1
Number of Students Tested	181494	92
ETHNIC COMPOSITION		
American Indian or Alaskan Native	494	0
Asian or Pacific Islander	4676	2
Black	27236	14
Hispanic	56063	29
White	108217	55
FREE/REDUCED PRICE MEAL PROGRAM	34613	18
CHAPTER I PROGRAMS		
Chapter I Regular Program	4130	2
Chapter I Migrant Remedial Mathematics Program	582	0
Chapter I Migrant Remedial Reading Program	625	0
Chapter I Migrant Remedial Writing Program	466	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	69494	35
Previous Credit	47561	24
No Information Available	34589	18
Never Received Credit	68664	35
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	6754	3
Bilingual Program	258	0
English as a Second Language Program	3852	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	8716	4
Emotionally Disturbed	1201	1
Speech Handicapped	388	0
Visually Handicapped	118	0
Other Handicapping Condition	1759	1
GIFTED/TALENTED PROGRAM	10904	6
GRADUATION PLANS		
Regular	132598	67
Advanced/Advanced with Honors	64088	33
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	41990	21
Three Years or More	154696	79
AT-RISK STUDENTS	46250	24

PASS/FAIL SUMMARY BASED ON 181494 STUDENTS WHO TOOK ONE OR BOTH TESTS		
Passed All Tests Taken	139801	77
Failed One Test Only	29848	16
Failed Both Tests	11845	7

FIGURE 1

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

02/02/90

FIRST TIME TESTED STUDENTS

REPORT DATE: NOVEMBER 1989

DATE OF TESTING: OCTOBER 1989

STATEWIDE

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	157828	91	15261
	2.ROUNDING OF NUMBERS	151046	87	22043
	3.EQUIVALENCIES	146199	84	26890
	4.EXPONENTIAL/STANDARD NOTATION	162975	94	10114
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	113443	66	59646
	6.DECIMALS (+,-,×,÷)	161097	93	11992
	7.INTEGERS (+)	150531	87	22558
	8.MULTIPLE OPERATIONS (+,-,×,÷)	125667	73	47422
	9.PROPORTION	122268	71	50821
	10.PERCENT	133259	77	39830
	11.MEASUREMENT UNITS	107783	62	65306
	12.GEOMETRIC FORMULAS	136688	79	36601
	13.GEOMETRIC PROPERTIES	120582	70	52507
	14.AVERAGES	150116	87	22973
	15.PROBABILITY	139794	81	33295
	16.CHARTS, GRAPHS	168858	98	4231
	17.FORMULAS	126194	73	46895
	18.EQUATIONS	136966	79	36123
	STUDENTS TESTED: 173089 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 783	139944	81	33145
LANGUAGE ARTS	1.MAIN IDEA	121601	70	51015
	2.CONTEXT CLUES	169108	98	3508
	3.WORD STRUCTURE	161249	93	11367
	4.SPECIFIC DETAILS	169572	98	3044
	5.SEQUENCING OF EVENTS	166096	96	6520
	6.DRAWING CONCLUSIONS	132149	77	40467
	7.FACT, OPINION	138528	80	34088
	8.REFERENCE SOURCE IDENTIFICATION	168603	98	4013
	9.REFERENCE SOURCE USAGE	165408	96	7208
	10.LITERARY ANALYSIS	161156	93	11460
	11.CAPITALIZATION	147356	85	25260
	12.PUNCTUATION	103326	60	69290
	13.SPELLING	109167	63	63449
	14.CORRECT ENGLISH USAGE	125807	73	46809
	15.SENTENCE STRUCTURE	130856	76	41760
	16.SENTENCE COMBINING	167265	97	5351
	17.PROOFREADING	95227	55	77389
	18.ORGANIZATION SKILLS	146467	85	26149
	STUDENTS TESTED: 172616 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 793	155835	90	16781

GROUP CHARACTERISTICS BASED ON ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY	
Students Exempt from Both Tests : ARD	REPORT CONTAINS THE DATA	
Other Students Not Tested	FOR STUDENTS NOT TESTED.	
Number of Students Tested	175699	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	441	0
Asian or Pacific Islander	4429	3
Black	23040	13
Hispanic	48916	28
White	98873	56
FREE/REDUCED PRICE MEAL PROGRAM	29420	17
CHAPTER I PROGRAMS		
Chapter I Regular Program	3578	2
Chapter I Migrant Remedial Mathematics Program	494	0
Chapter I Migrant Remedial Reading Program	526	0
Chapter I Migrant Remedial Writing Program	411	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	61640	35
Previous Credit	42736	24
No Information Available	28221	16
Never Received Credit	63763	36
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	5656	3
Bilingual Program	218	0
English as a Second Language Program	3300	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	2674	2
Emotionally Disturbed	470	0
Speech Handicapped	148	0
Visually Handicapped	71	0
Other Handicapping Condition	399	0
GIFTED/TALENTED PROGRAM	10733	6
GRADUATION PLANS		
Regular	112622	64
Advanced/Advanced with Honors	63077	36
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	33190	19
Three Years or More	142509	81
AT-RISK STUDENTS	38221	22

PASS/FAIL SUMMARY BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT
Failed One Test Only	CONTAINS THE PASS/FAIL SUMMARY DATA.
Failed Both Tests	

FIGURE 2

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

02/02/90

STATEWIDE

RETESTED STUDENTS

REPORT DATE: NOVEMBER 1989

DATE OF TESTING: OCTOBER 1989

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	2078	76	670
	2.ROUNDING OF NUMBERS	1919	70	829
	3.EQUIVALENCIES	1864	68	884
	4.EXPONENTIAL/STANDARD NOTATION	2323	85	425
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	1089	40	1659
	6.DECIMALS (+,-,×,÷)	2271	83	477
	7.INTEGERS (+)	1775	65	973
	8.MULTIPLE OPERATIONS (+,-,×,÷)	1214	44	1534
	9.PROPORTION	1083	39	1665
	10.PERCENT	1697	62	1051
	11.MEASUREMENT UNITS	826	30	1922
	12.GEOMETRIC FORMULAS	1593	58	1155
	13.GEOMETRIC PROPERTIES	1073	39	1675
	14.AVERAGES	2021	74	727
	15.PROBABILITY	1515	55	1233
	16.CHARTS, GRAPHS	2584	94	164
	17.FORMULAS	1116	41	1632
	18.EQUATIONS	1219	44	1529
	STUDENTS TESTED: 2748 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 687	1243	45	1505
LANGUAGE ARTS	1.MAIN IDEA	495	36	882
	2.CONTEXT CLUES	1230	89	147
	3.WORD STRUCTURE	1049	76	328
	4.SPECIFIC DETAILS	1294	94	83
	5.SEQUENCING OF EVENTS	1157	84	220
	6.DRAWING CONCLUSIONS	553	40	824
	7.FACT, OPINION	700	51	677
	8.REFERENCE SOURCE IDENTIFICATION	1215	88	162
	9.REFERENCE SOURCE USAGE	1246	90	131
	10.LITERARY ANALYSIS	1012	73	365
	11.CAPITALIZATION	886	64	491
	12.PUNCTUATION	362	26	1015
	13.SPELLING	567	41	810
	14.CORRECT ENGLISH USAGE	622	45	755
	15.SENTENCE STRUCTURE	543	39	834
	16.SENTENCE COMBINING	1154	84	223
	17.PROOFREADING	321	23	1056
	18.ORGANIZATION SKILLS	909	66	468
	STUDENTS TESTED: 1377 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 707	706	51	671

GROUP CHARACTERISTICS BASED ON ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE DATA FOR STUDENTS NOT TESTED.	
Students Exempt from Both Tests : ARD		
Other Students Not Tested		
Number of Students Tested	3157	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	10	0
Asian or Pacific Islander	61	2
Black	661	21
Hispanic	1527	48
White	898	28
FREE/REDUCED PRICE MEAL PROGRAM	791	25
CHAPTER I PROGRAMS		
Chapter I Regular Program	135	4
Chapter I Migrant Remedial Mathematics Program	25	1
Chapter I Migrant Remedial Reading Program	21	1
Chapter I Migrant Remedial Writing Program	12	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	1426	45
Previous Credit	910	29
No Information Available	494	16
Never Received Credit	845	27
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	334	11
Bilingual Program	15	0
English as a Second Language Program	141	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	62	2
Emotionally Disturbed	22	1
Speech Handicapped	2	0
Visually Handicapped	1	0
Other Handicapping Condition	13	0
GIFTED/TALENTED PROGRAM	23	1
GRADUATION PLANS		
Regular	2995	95
Advanced/Advanced with Honors	162	5
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	900	29
Three Years or More	2257	71
AT-RISK STUDENTS	1986	63

PASS/FAIL SUMMARY BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE PASS/FAIL SUMMARY DATA.
Failed One Test Only	
Failed Both Tests	

FIGURE 3

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

02/02/90 ALL STUDENTS REPORT DATE: NOVEMBER 1989

STATEWIDE DATE OF TESTING: OCTOBER 1989

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	17677	83	3734
	2.ROUNDING OF NUMBERS	16067	75	5344
	3.EQUIVALENCIES	16134	75	5277
	4.EXPONENTIAL/STANDARD NOTATION	19274	90	2137
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	10677	50	10734
	6.DECIMALS (+,-,×,÷)	18832	88	2579
	7.INTEGERS (+)	16119	75	5292
	8.MULTIPLE OPERATIONS (+,-,×,÷)	11104	52	10307
	9.PROPORTION	10385	49	11026
	10.PERCENT	14895	70	6516
	11.MEASUREMENT UNITS	7830	37	13581
	12.GEOMETRIC FORMULAS	14747	69	6664
	13.GEOMETRIC PROPERTIES	11062	52	10349
	14.AVERAGES	17707	83	3704
	15.PROBABILITY	14362	67	7049
	16.CHARTS, GRAPHS	20546	96	865
	17.FORMULAS	11114	52	10297
	18.EQUATIONS	12259	57	9152
	STUDENTS TESTED: 21411 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 721	13325	62	8086
LANGUAGE ARTS	1.MAIN IDEA	5795	49	5959
	2.CONTEXT CLUES	10974	93	780
	3.WORD STRUCTURE	9654	82	2100
	4.SPECIFIC DETAILS	11345	97	409
	5.SEQUENCING OF EVENTS	10630	90	1124
	6.DRAWING CONCLUSIONS	6481	55	5273
	7.FACT, OPINION	7212	61	4542
	8.REFERENCE SOURCE IDENTIFICATION	10792	92	962
	9.REFERENCE SOURCE USAGE	11056	94	698
	10.LITERARY ANALYSIS	9751	83	2003
	11.CAPITALIZATION	8476	72	3278
	12.PUNCTUATION	4740	40	7014
	13.SPELLING	5602	48	6152
	14.CORRECT ENGLISH USAGE	6540	56	5214
	15.SENTENCE STRUCTURE	6195	53	5559
	16.SENTENCE COMBINING	10502	89	1252
	17.PROOFREADING	3990	34	7764
	18.ORGANIZATION SKILLS	8889	76	2865
	STUDENTS TESTED: 11754 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 739	7983	68	3771

GROUP CHARACTERISTICS BASED ON 27474 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	650	2
Students Exempt from Both Tests : ARD	1401	5
Other Students Not Tested	1020	4
Number of Students Tested	24403	89
ETHNIC COMPOSITION		
American Indian or Alaskan Native	80	0
Asian or Pacific Islander	703	3
Black	6252	23
Hispanic	9794	36
White	10645	39
FREE/REDUCED PRICE MEAL PROGRAM	6272	23
CHAPTER I PROGRAMS		
Chapter I Regular Program	969	4
Chapter I Migrant Remedial Mathematics Program	160	1
Chapter I Migrant Remedial Reading Program	154	1
Chapter I Migrant Remedial Writing Program	93	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	10979	40
Previous Credit	6856	25
No Information Available	5521	20
Never Received Credit	7989	29
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	2229	8
Bilingual Program	83	0
English as a Second Language Program	658	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	1575	6
Emotionally Disturbed	285	1
Speech Handicapped	103	0
Visually Handicapped	27	0
Other Handicapping Condition	356	1
GIFTED/TALENTED PROGRAM	278	1
GRADUATION PLANS		
Regular	25758	94
Advanced/Advanced with Honors	1716	6
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	11114	40
Three Years or More	16360	60
AT-RISK STUDENTS	12274	45

PASS/FAIL SUMMARY BASED ON 24403 STUDENTS WHO TOOK ONE OR BOTH TESTS		
Passed All Tests Taken	14334	59
Failed One Test Only	8281	34
Failed Both Tests	1788	7

FIGURE 4

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

02/02/90

FIRST TIME TESTED STUDENTS

REPORT DATE: NOVEMBER 1989

DATE OF TESTING: OCTOBER 1989

STATEWIDE

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	5370	87	781
	2.ROUNDING OF NUMBERS	4988	81	1163
	3.EQUIVALENCIES	4877	79	1274
	4.EXPONENTIAL/STANDARD NOTATION	5597	91	554
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	3780	61	2371
	6.DECIMALS (+,-,×,÷)	5553	90	598
	7.INTEGERS (+)	5057	82	1094
	8.MULTIPLE OPERATIONS (+,-,×,÷)	4246	69	1905
	9.PROPORTION	4129	67	2022
	10.PERCENT	4796	78	1355
	11.MEASUREMENT UNITS	3557	58	2594
	12.GEOMETRIC FORMULAS	4670	76	1481
	13.GEOMETRIC PROPERTIES	3951	64	2200
	14.AVERAGES	5193	84	958
	15.PROBABILITY	4642	75	1509
	16.CHARTS, GRAPHS	5923	96	228
	17.FORMULAS	4105	67	2046
	18.EQUATIONS	4458	72	1693
	STUDENTS TESTED: 6151 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 765	4647	76	1504
LANGUAGE ARTS	1.MAIN IDEA	3832	66	1956
	2.CONTEXT CLUES	5552	96	236
	3.WORD STRUCTURE	5194	90	594
	4.SPECIFIC DETAILS	5628	97	160
	5.SEQUENCING OF EVENTS	5440	94	348
	6.DRAWING CONCLUSIONS	4182	72	1606
	7.FACT, OPINION	4307	74	1481
	8.REFERENCE SOURCE IDENTIFICATION	5420	94	368
	9.REFERENCE SOURCE USAGE	5496	95	292
	10.LITERARY ANALYSIS	5250	91	538
	11.CAPITALIZATION	4605	80	1183
	12.PUNCTUATION	3179	55	2609
	13.SPELLING	3526	61	2262
	14.CORRECT ENGLISH USAGE	3850	67	1938
	15.SENTENCE STRUCTURE	3937	68	1851
	16.SENTENCE COMBINING	5456	94	332
	17.PROOFREADING	2829	49	2959
	18.ORGANIZATION SKILLS	4826	83	962
	STUDENTS TESTED: 5788 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 776	4901	85	887

GROUP CHARACTERISTICS BASED ON ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY	
Students Exempt from Both Tests : ARD	REPORT CONTAINS THE DATA	
Other Students Not Tested	FOR STUDENTS NOT TESTED.	
Number of Students Tested	6668	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	30	0
Asian or Pacific Islander	279	4
Black	1187	18
Hispanic	1614	24
White	3558	53
FREE/REDUCED PRICE MEAL PROGRAM	649	10
CHAPTER I PROGRAMS		
Chapter I Regular Program	84	1
Chapter I Migrant Remedial Mathematics Program	28	0
Chapter I Migrant Remedial Reading Program	18	0
Chapter I Migrant Remedial Writing Program	10	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	2184	33
Previous Credit	1278	19
No Information Available	738	11
Never Received Credit	3092	46
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	324	5
Bilingual Program	19	0
English as a Second Language Program	151	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	211	3
Emotionally Disturbed	56	1
Speech Handicapped	4	0
Visually Handicapped	3	0
Other Handicapping Condition	37	1
GIFTED/TALENTED PROGRAM	162	2
GRADUATION PLANS		
Regular	5761	86
Advanced/Advanced with Honors	907	14
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	4108	62
Three Years or More	2560	38
AT-RISK STUDENTS	1660	25

PASS/FAIL SUMMARY BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT
Failed One Test Only	CONTAINS THE PASS/FAIL SUMMARY DATA.
Failed Both Tests	

FIGURE 5

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

02/02/90

STATEWIDE

RETESTED STUDENTS

REPORT DATE: NOVEMBER 1989

DATE OF TESTING: OCTOBER 1989

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	11761	81	2826
	2.ROUNDING OF NUMBERS	10587	73	4000
	3.EQUIVALENCIES	10792	74	3795
	4.EXPONENTIAL/STANDARD NOTATION	13091	90	1496
	5.FRACTIONS, MIXED NUMBERS (+,-,x)	6568	45	8019
	6.DECIMALS (+,-,x,÷)	12708	87	1879
	7.INTEGERS (+)	10597	73	3990
	8.MULTIPLE OPERATIONS (+,-,x,÷)	6548	45	8039
	9.PROPORTION	5942	41	8645
	10.PERCENT	9654	66	4933
	11.MEASUREMENT UNITS	4045	28	10542
	12.GEOMETRIC FORMULAS	9647	66	4940
	13.GEOMETRIC PROPERTIES	6808	47	7779
	14.AVERAGES	11970	82	2617
	15.PROBABILITY	9311	64	5276
	16.CHARTS, GRAPHS	13990	96	597
	17.FORMULAS	6715	46	7872
	18.EQUATIONS	7462	51	7125
	STUDENTS TESTED: 14587 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 703	8319	57	6268
LANGUAGE ARTS	1.MAIN IDEA	1770	32	3726
	2.CONTEXT CLUES	4992	91	504
	3.WORD STRUCTURE	4100	75	1396
	4.SPECIFIC DETAILS	5277	96	219
	5.SEQUENCING OF EVENTS	4801	87	695
	6.DRAWING CONCLUSIONS	2078	38	3418
	7.FACT, OPINION	2654	48	2842
	8.REFERENCE SOURCE IDENTIFICATION	4957	90	539
	9.REFERENCE SOURCE USAGE	5128	93	368
	10.LITERARY ANALYSIS	4138	75	1358
	11.CAPITALIZATION	3573	65	1923
	12.PUNCTUATION	1412	26	4084
	13.SPELLING	1903	35	3593
	14.CORRECT ENGLISH USAGE	2453	45	3043
	15.SENTENCE STRUCTURE	2046	37	3450
	16.SENTENCE COMBINING	4648	85	848
	17.PROOFREADING	1039	19	4457
	18.ORGANIZATION SKILLS	3741	68	1755
	STUDENTS TESTED: 5496 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 702	2832	52	2664

GROUP CHARACTERISTICS BASED ON ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY	
Students Exempt from Both Tests : ARD	REPORT CONTAINS THE DATA	
Other Students Not Tested	FOR STUDENTS NOT TESTED.	
Number of Students Tested	17024	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	43	0
Asian or Pacific Islander	346	2
Black	4205	25
Hispanic	6878	40
White	5552	33
FREE/REDUCED PRICE MEAL PROGRAM	4769	28
CHAPTER I PROGRAMS		
Chapter I Regular Program	809	5
Chapter I Migrant Remedial Mathematics Program	116	1
Chapter I Migrant Remedial Reading Program	120	1
Chapter I Migrant Remedial Writing Program	78	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	7666	45
Previous Credit	4975	29
No Information Available	3632	21
Never Received Credit	3660	21
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	1733	10
Bilingual Program	61	0
English as a Second Language Program	461	3
SPECIAL EDUCATION PROGRAMS		
Learning Disability	447	3
Emotionally Disturbed	66	0
Speech Handicapped	14	0
Visually Handicapped	16	0
Other Handicapping Condition	50	0
GIFTED/TALENTED PROGRAM	96	1
GRADUATION PLANS		
Regular	16353	96
Advanced/Advanced with Honors	671	4
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	5189	30
Three Years or More	11835	70
AT-RISK STUDENTS	9390	55

PASS/FAIL SUMMARY BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT
Failed One Test Only	CONTAINS THE PASS/FAIL SUMMARY DATA.
Failed Both Tests	

FIGURE 6

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

ALL STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

STATEWIDE

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	27727	73	10223
	2.ROUNDING OF NUMBERS	28779	76	9171
	3.EQUIVALENCIES	27627	73	10323
	4.EXPONENTIAL/STANDARD NOTATION	34634	91	3316
	5.FRACTIONS, MIXED NUMBERS (+,-,x)	16587	44	21363
	6.DECIMALS (+,-,x,÷)	31890	84	6060
	7.INTEGERS (+)	28156	74	9794
	8.MULTIPLE OPERATIONS (+,-,x,÷)	16003	42	21947
	9.PROPORTION	17496	46	20454
	10.PERCENT	23551	62	14399
	11.MEASUREMENT UNITS	13034	34	24916
	12.GEOMETRIC FORMULAS	25489	67	12461
	13.GEOMETRIC PROPERTIES	17059	45	20891
	14.AVERAGES	29116	77	8834
	15.PROBABILITY	24286	64	13664
	16.CHARTS, GRAPHS	35774	94	2176
	17.FORMULAS	18225	48	19725
	18.EQUATIONS	19792	52	18158
	STUDENTS TESTED: 37950 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 706	21228	56	16722
LANGUAGE ARTS	1.MAIN IDEA	9453	41	13410
	2.CONTEXT CLUES	21087	92	1776
	3.WORD STRUCTURE	16372	72	6491
	4.SPECIFIC DETAILS	21421	94	1442
	5.SEQUENCING OF EVENTS	19778	87	3085
	6.DRAWING CONCLUSIONS	11668	51	11195
	7.FACT, OPINION	11345	50	11518
	8.REFERENCE SOURCE IDENTIFICATION	21251	93	1612
	9.REFERENCE SOURCE USAGE	20465	90	2398
	10.LITERARY ANALYSIS	18699	82	4164
	11.CAPITALIZATION	15737	69	7126
	12.PUNCTUATION	8175	36	14688
	13.SPELLING	10608	46	12255
	14.CORRECT ENGLISH USAGE	13332	58	9531
	15.SENTENCE STRUCTURE	11790	52	11073
	16.SENTENCE COMBINING	20976	92	1887
	17.PROOFREADING	6555	29	16308
	18.ORGANIZATION SKILLS	15596	68	7267
	STUDENTS TESTED: 22863 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 722	14522	64	8341

GROUP CHARACTERISTICS

BASED ON 50151 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from Both Tests	1978	4
Students Exempt from Both Tests : ARD	1488	3
Other Students Not Tested	2453	5
Number of Students Tested	44232	88
ETHNIC COMPOSITION		
American Indian or Alaskan Native	128	0
Asian or Pacific Islander	965	2
Black	10252	20
Hispanic	19825	40
White	18981	38
FREE/REDUCED PRICE MEAL PROGRAM	13473	27
CHAPTER I PROGRAMS		
Chapter I Regular Program	1941	4
Chapter I Migrant Remedial Mathematics Program	305	1
Chapter I Migrant Remedial Reading Program	325	1
Chapter I Migrant Remedial Writing Program	229	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	21561	43
Previous Credit	13495	27
No Information Available	6918	14
Never Received Credit	15809	32
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	4095	8
Bilingual Program	146	0
English as a Second Language Program	2398	5
SPECIAL EDUCATION PROGRAMS		
Learning Disability	2682	5
Emotionally Disturbed	392	1
Speech Handicapped	147	0
Visually Handicapped	50	0
Other Handicapping Condition	481	1
GIFTED/TALENTED PROGRAM	484	1
GRADUATION PLANS		
Regular	44863	89
Advanced/Advanced with Honors	5288	11
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	14417	29
Three Years or More	35734	71
AT-RISK STUDENTS	23001	46

PASS/FAIL SUMMARY

BASED ON 44232 STUDENTS WHO TOOK ONE OR BOTH TESTS

Passed All Tests Taken	23809	54
Failed One Test Only	15783	36
Failed Both Tests	4640	10

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FIGURE 7

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

FIRST TIME TESTED STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

STATEWIDE

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	7000	78	1973
	2.ROUNDING OF NUMBERS	7070	79	1903
	3.EQUIVALENCIES	6570	73	2403
	4.EXPONENTIAL/STANDARD NOTATION	8098	90	875
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	4698	52	4275
	6.DECIMALS (+,-,×,÷)	7789	87	1184
	7.INTEGERS (+)	6957	78	2016
	8.MULTIPLE OPERATIONS (+,-,×,÷)	5326	59	3647
	9.PROPORTION	5385	60	3588
	10.PERCENT	6043	67	2930
	11.MEASUREMENT UNITS	4350	48	4623
	12.GEOMETRIC FORMULAS	6470	72	2503
	13.GEOMETRIC PROPERTIES	4568	51	4405
	14.AVERAGES	6841	76	2132
	15.PROBABILITY	6116	68	2857
	16.CHARTS, GRAPHS	8475	94	498
	17.FORMULAS	4965	55	4008
	18.EQUATIONS	5545	62	3428
	STUDENTS TESTED: 8973 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 734	5773	64	3200
LANGUAGE ARTS	1.MAIN IDEA	4661	55	3846
	2.CONTEXT CLUES	8089	95	418
	3.WORD STRUCTURE	6971	82	1536
	4.SPECIFIC DETAILS	8110	95	397
	5.SEQUENCING OF EVENTS	7689	90	818
	6.DRAWING CONCLUSIONS	5464	64	3043
	7.FACT, OPINION	5322	63	3185
	8.REFERENCE SOURCE IDENTIFICATION	8057	95	450
	9.REFERENCE SOURCE USAGE	7832	92	675
	10.LITERARY ANALYSIS	7528	88	979
	11.CAPITALIZATION	6524	77	1983
	12.PUNCTUATION	4121	48	4386
	13.SPELLING	4700	55	3807
	14.CORRECT ENGLISH USAGE	6073	71	2434
	15.SENTENCE STRUCTURE	5351	63	3156
	16.SENTENCE COMBINING	8065	95	442
	17.PROOFREADING	3721	44	4786
	18.ORGANIZATION SKILLS	6688	79	1819
	STUDENTS TESTED: 8507 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 756	6670	78	1837

GROUP CHARACTERISTICS BASED ON ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY	
Students Exempt from Both Tests : ARD	REPORT CONTAINS THE DATA	
Other Students Not Tested	FOR STUDENTS NOT TESTED.	
Number of Students Tested	10225	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	24	0
Asian or Pacific Islander	230	2
Black	1356	13
Hispanic	3846	38
White	4769	47
FREE/REDUCED PRICE MEAL PROGRAM	2256	22
CHAPTER I PROGRAMS		
Chapter I Regular Program	336	3
Chapter I Migrant Remedial Mathematics Program	53	1
Chapter I Migrant Remedial Reading Program	35	0
Chapter I Migrant Remedial Writing Program	44	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	3358	33
Previous Credit	2089	20
No Information Available	1160	11
Never Received Credit	4614	45
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	594	6
Bilingual Program	28	0
English as a Second Language Program	398	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	255	2
Emotionally Disturbed	76	1
Speech Handicapped	9	0
Visually Handicapped	3	0
Other Handicapping Condition	84	1
GIFTED/TALENTED PROGRAM	254	2
GRADUATION PLANS		
Regular	8813	86
Advanced/Advanced with Honors	1412	14
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	4526	44
Three Years or More	5699	56
AT-RISK STUDENTS	4103	40

PASS/FAIL SUMMARY BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT
Failed One Test Only	CONTAINS THE PASS/FAIL SUMMARY DATA.
Failed Both Tests	

FIGURE 8

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

STATEWIDE

RETESTED STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	19946	72	7932
	2.ROUNDING OF NUMBERS	20878	75	7000
	3.EQUIVALENCIES	20291	73	7587
	4.EXPONENTIAL/STANDARD NOTATION	25546	92	2332
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	11464	41	16414
	6.DECIMALS (+,-,×,÷)	23225	83	4653
	7.INTEGERS (+)	20431	73	7447
	8.MULTIPLE OPERATIONS (+,-,×,÷)	10231	37	17647
	9.PROPORTION	11621	42	16257
	10.PERCENT	16826	60	11052
	11.MEASUREMENT UNITS	8330	30	19548
	12.GEOMETRIC FORMULAS	18290	66	9588
	13.GEOMETRIC PROPERTIES	12044	43	15834
	14.AVERAGES	21443	77	6435
	15.PROBABILITY	17480	63	10398
	16.CHARTS, GRAPHS	26260	94	1618
	17.FORMULAS	12752	46	15126
	18.EQUATIONS	13693	49	14185
	STUDENTS TESTED: 27878 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 698	14868	53	13010
LANGUAGE ARTS	1.MAIN IDEA	4495	33	9174
	2.CONTEXT CLUES	12376	91	1293
	3.WORD STRUCTURE	8911	65	4758
	4.SPECIFIC DETAILS	12668	93	1001
	5.SEQUENCING OF EVENTS	11497	84	2172
	6.DRAWING CONCLUSIONS	5851	43	7818
	7.FACT, OPINION	5686	42	7983
	8.REFERENCE SOURCE IDENTIFICATION	12546	92	1123
	9.REFERENCE SOURCE USAGE	12018	88	1651
	10.LITERARY ANALYSIS	10614	78	3055
	11.CAPITALIZATION	8703	64	4966
	12.PUNCTUATION	3828	28	9841
	13.SPELLING	5579	41	8090
	14.CORRECT ENGLISH USAGE	6846	50	6823
	15.SENTENCE STRUCTURE	6061	44	7608
	16.SENTENCE COMBINING	12291	90	1378
	17.PROOFREADING	2667	20	11002
	18.ORGANIZATION SKILLS	8443	62	5226
	STUDENTS TESTED: 13669 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 700	7390	54	6279

GROUP CHARACTERISTICS BASED ON ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY	
Students Exempt from Both Tests : ARD	REPORT CONTAINS THE DATA	
Other Students Not Tested	FOR STUDENTS NOT TESTED.	
Number of Students Tested	33074	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	89	0
Asian or Pacific Islander	635	2
Black	7277	22
Hispanic	13508	41
White	11565	35
FREE/REDUCED PRICE MEAL PROGRAM	9511	29
CHAPTER I PROGRAMS		
Chapter I Regular Program	1362	4
Chapter I Migrant Remedial Mathematics Program	190	1
Chapter I Migrant Remedial Reading Program	207	1
Chapter I Migrant Remedial Writing Program	144	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	15579	47
Previous Credit	9874	30
No Information Available	4317	13
Never Received Credit	9042	27
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	2986	9
Bilingual Program	97	0
English as a Second Language Program	1763	5
SPECIAL EDUCATION PROGRAMS		
Learning Disability	1282	4
Emotionally Disturbed	135	0
Speech Handicapped	48	0
Visually Handicapped	27	0
Other Handicapping Condition	130	0
GIFTED/TALENTED PROGRAM	170	1
GRADUATION PLANS		
Regular	29620	90
Advanced/Advanced with Honors	3454	10
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	7435	22
Three Years or More	25639	78
AT-RISK STUDENTS	16256	49

PASS/FAIL SUMMARY BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT
Failed One Test Only	CONTAINS THE PASS/FAIL SUMMARY DATA.
Failed Both Tests	

FIGURE 9

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	1022	59	699
	2.ROUNDING OF NUMBERS	1142	66	579
	3.EQUIVALENCIES	978	57	743
	4.EXPONENTIAL/STANDARD NOTATION	1253	73	468
	5.FRACTIONS, MIXED NUMBERS (+,-,x)	490	28	1231
	6.DECIMALS (+,-,x,÷)	1266	74	455
	7.INTEGERS (+)	959	56	762
	8.MULTIPLE OPERATIONS (+,-,x,÷)	483	28	1238
	9.PROPORTION	520	30	1201
	10.PERCENT	781	45	940
	11.MEASUREMENT UNITS	397	23	1324
	12.GEOMETRIC FORMULAS	885	51	836
	13.GEOMETRIC PROPERTIES	534	31	1187
	14.AVERAGES	1022	59	699
	15.PROBABILITY	735	43	986
	16.CHARTS, GRAPHS	1475	86	246
	17.FORMULAS	474	28	1247
	18.EQUATIONS	533	31	1188
	STUDENTS TESTED: 1721 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 648	551	32	1170
LANGUAGE ARTS	1.MAIN IDEA	382	28	987
	2.CONTEXT CLUES	1148	84	221
	3.WORD STRUCTURE	751	55	618
	4.SPECIFIC DETAILS	1105	81	264
	5.SEQUENCING OF EVENTS	978	71	391
	6.DRAWING CONCLUSIONS	459	34	910
	7.FACT, OPINION	505	37	864
	8.REFERENCE SOURCE IDENTIFICATION	1176	86	193
	9.REFERENCE SOURCE USAGE	1085	79	284
	10.LITERARY ANALYSIS	898	66	471
	11.CAPITALIZATION	688	50	681
	12.PUNCTUATION	299	22	1070
	13.SPELLING	385	28	984
	14.CORRECT ENGLISH USAGE	629	46	740
	15.SENTENCE STRUCTURE	513	37	856
	16.SENTENCE COMBINING	1168	85	201
	17.PROOFREADING	227	17	1142
	18.ORGANIZATION SKILLS	675	49	694
	STUDENTS TESTED: 1369 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 678	501	37	868

GROUP CHARACTERISTICS BASED ON 3608 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	143	4
Students Exempt from Both Tests : ARD	1222	34
Other Students Not Tested	195	5
Number of Students Tested	2048	57
ETHNIC COMPOSITION		
American Indian or Alaskan Native	15	0
Asian or Pacific Islander	19	1
Black	725	20
Hispanic	1174	33
White	1675	46
FREE/REDUCED PRICE MEAL PROGRAM	1091	30
CHAPTER I PROGRAMS		
Chapter I Regular Program	125	3
Chapter I Migrant Remedial Mathematics Program	17	0
Chapter I Migrant Remedial Reading Program	21	1
Chapter I Migrant Remedial Writing Program	14	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	1860	52
Previous Credit	1054	29
No Information Available	548	15
Never Received Credit	813	23
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	231	6
Bilingual Program	9	0
English as a Second Language Program	101	3
SPECIAL EDUCATION PROGRAMS		
Learning Disability	2682	74
Emotionally Disturbed	392	11
Speech Handicapped	147	4
Visually Handicapped	50	1
Other Handicapping Condition	481	13
GIFTED/TALENTED PROGRAM	10	0
GRADUATION PLANS		
Regular	3460	96
Advanced/Advanced with Honors	148	4
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	791	22
Three Years or More	2817	78
AT-RISK STUDENTS	1668	46

PASS/FAIL SUMMARY BASED ON 2048 STUDENTS WHO TOOK ONE OR BOTH TESTS		
Passed All Tests Taken	610	30
Failed One Test Only	838	41
Failed Both Tests	600	29

FIGURE 10

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

STATEWIDE

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	26705	74	9524
	2.ROUNDING OF NUMBERS	27637	76	8592
	3.EQUIVALENCIES	26649	74	9580
	4.EXPONENTIAL/STANDARD NOTATION	33381	92	2848
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	16097	44	20132
	6.DECIMALS (+,-,×,÷)	30624	85	5605
	7.INTEGERS (+)	27197	75	9032
	8.MULTIPLE OPERATIONS (+,-,×,÷)	15520	43	20709
	9.PROPORTION	16976	47	19253
	10.PERCENT	22770	63	13459
	11.MEASUREMENT UNITS	12637	35	23592
	12.GEOMETRIC FORMULAS	24604	68	11625
	13.GEOMETRIC PROPERTIES	16525	46	19704
	14.AVERAGES	28094	78	8135
	15.PROBABILITY	23551	65	12678
	16.CHARTS, GRAPHS	34299	95	1930
	17.FORMULAS	17751	49	18478
	18.EQUATIONS	19259	53	16970
	STUDENTS TESTED: 36229 TOTAL MATHEMATICS:	20677	57	15552
	MATHEMATICS SCALED SCORE: 709			
LANGUAGE ARTS	1.MAIN IDEA	9071	42	12423
	2.CONTEXT CLUES	19939	93	1555
	3.WORD STRUCTURE	15621	73	5873
	4.SPECIFIC DETAILS	20316	95	1178
	5.SEQUENCING OF EVENTS	18800	87	2694
	6.DRAWING CONCLUSIONS	11209	52	10285
	7.FACT, OPINION	10840	50	10654
	8.REFERENCE SOURCE IDENTIFICATION	20075	93	1419
	9.REFERENCE SOURCE USAGE	19380	90	2114
	10.LITERARY ANALYSIS	17801	83	3693
	11.CAPITALIZATION	15049	70	6445
	12.PUNCTUATION	7876	37	13618
	13.SPELLING	10223	48	11271
	14.CORRECT ENGLISH USAGE	12703	59	8791
	15.SENTENCE STRUCTURE	11277	52	10217
	16.SENTENCE COMBINING	19808	92	1686
	17.PROOFREADING	6328	29	15166
	18.ORGANIZATION SKILLS	14921	69	6573
	STUDENTS TESTED: 21494 TOTAL LANGUAGE ARTS:	14021	65	7473
	LANGUAGE ARTS SCALED SCORE: 725			

GROUP CHARACTERISTICS

BASED ON 46543 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from Both Tests	1835	4
Students Exempt from Both Tests : ARD	266	1
Other Students Not Tested	2258	5
Number of Students Tested	42184	91
ETHNIC COMPOSITION		
American Indian or Alaskan Native	113	0
Asian or Pacific Islander	946	2
Black	9527	20
Hispanic	18651	40
White	17306	37
FREE/REDUCED PRICE MEAL PROGRAM	12382	27
CHAPTER I PROGRAMS		
Chapter I Regular Program	1816	4
Chapter I Migrant Remedial Mathematics Program	288	1
Chapter I Migrant Remedial Reading Program	304	1
Chapter I Migrant Remedial Writing Program	215	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	19701	42
Previous Credit	12441	27
No Information Available	6370	14
Never Received Credit	14996	32
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	3864	8
Bilingual Program	137	0
English as a Second Language Program	2297	5
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	474	1
GRADUATION PLANS		
Regular	41403	89
Advanced/Advanced with Honors	5140	11
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	13626	29
Three Years or More	32917	71
AT-RISK STUDENTS	21333	46

PASS/FAIL SUMMARY

BASED ON 42184 STUDENTS WHO TOOK ONE OR BOTH TESTS

Passed All Tests Taken	23199	55
Failed One Test Only	14945	35
Failed Both Tests	4040	10

FIGURE 11

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90 ALL STUDENTS

STATEWIDE

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	6038	76	1866
	2.ROUNDING OF NUMBERS	6083	77	1821
	3.EQUIVALENCIES	6300	80	1604
	4.EXPONENTIAL/STANDARD NOTATION	7428	94	476
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	4045	51	3859
	6.DECIMALS (+,-,×,÷)	6687	85	1217
	7.INTEGERS (+)	6372	81	1532
	8.MULTIPLE OPERATIONS (+,-,×,÷)	3537	45	4367
	9.PROPORTION	3864	49	4040
	10.PERCENT	5864	74	2040
	11.MEASUREMENT UNITS	2820	36	5084
	12.GEOMETRIC FORMULAS	5732	73	2172
	13.GEOMETRIC PROPERTIES	4066	51	3838
	14.AVERAGES	6681	85	1223
	15.PROBABILITY	5499	70	2405
	16.CHARTS, GRAPHS	7582	96	322
	17.FORMULAS	4141	52	3763
	18.EQUATIONS	4120	52	3784
	STUDENTS TESTED: 7904 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 721	5164	65	2740
LANGUAGE ARTS	1.MAIN IDEA	1595	42	2244
	2.CONTEXT CLUES	3482	91	357
	3.WORD STRUCTURE	2661	69	1178
	4.SPECIFIC DETAILS	3661	95	178
	5.SEQUENCING OF EVENTS	3355	87	484
	6.DRAWING CONCLUSIONS	1851	48	1988
	7.FACT, OPINION	1819	47	2020
	8.REFERENCE SOURCE IDENTIFICATION	3568	93	271
	9.REFERENCE SOURCE USAGE	3546	92	293
	10.LITERARY ANALYSIS	3125	81	714
	11.CAPITALIZATION	2711	71	1128
	12.PUNCTUATION	1437	37	2402
	13.SPELLING	1853	48	1986
	14.CORRECT ENGLISH USAGE	2106	55	1733
	15.SENTENCE STRUCTURE	1961	51	1878
	16.SENTENCE COMBINING	3454	90	385
	17.PROOFREADING	1042	27	2797
	18.ORGANIZATION SKILLS	2659	69	1180
	STUDENTS TESTED: 3839 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 720	2355	61	1484

GROUP CHARACTERISTICS BASED ON 11862 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	235	2
Students Exempt from Both Tests : ARD	1167	10
Other Students Not Tested	764	6
Number of Students Tested	9696	82
ETHNIC COMPOSITION		
American Indian or Alaskan Native	31	0
Asian or Pacific Islander	355	3
Black	3099	26
Hispanic	4551	38
White	3826	32
FREE/REDUCED PRICE MEAL PROGRAM	3133	26
CHAPTER I PROGRAMS		
Chapter I Regular Program	467	4
Chapter I Migrant Remedial Mathematics Program	91	1
Chapter I Migrant Remedial Reading Program	86	1
Chapter I Migrant Remedial Writing Program	51	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	4868	41
Previous Credit	3165	27
No Information Available	2284	19
Never Received Credit	3354	28
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	1242	10
Bilingual Program	55	0
English as a Second Language Program	448	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	1084	9
Emotionally Disturbed	193	2
Speech Handicapped	95	1
Visually Handicapped	20	0
Other Handicapping Condition	235	2
GIFTED/TALENTED PROGRAM	64	1
GRADUATION PLANS		
Regular	11410	96
Advanced/Advanced with Honors	452	4
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	4345	37
Three Years or More	7517	63
AT-RISK STUDENTS	5896	50

PASS/FAIL SUMMARY BASED ON 9696 STUDENTS WHO TOOK ONE OR BOTH TESTS		
Passed All Tests Taken	6061	63
Failed One Test Only	3046	31
Failed Both Tests	589	6

FIGURE 12

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

FIRST TIME TESTED STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

GRADE: 12-EXIT LEVEL

STATEWIDE

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	762	87	115
	2.ROUNDING OF NUMBERS	730	83	147
	3.EQUIVALENCIES	717	82	160
	4.EXPONENTIAL/STANDARD NOTATION	811	92	66
	5.FRACTIONS, MIXED NUMBERS (+,-,x)	565	64	312
	6.DECIMALS (+,-,x,÷)	799	91	78
	7.INTEGERS (+)	752	86	125
	8.MULTIPLE OPERATIONS (+,-,x,÷)	641	73	236
	9.PROPORTION	654	75	223
	10.PERCENT	709	81	168
	11.MEASUREMENT UNITS	522	60	355
	12.GEOMETRIC FORMULAS	699	80	178
	13.GEOMETRIC PROPERTIES	573	65	304
	14.AVERAGES	763	87	114
	15.PROBABILITY	671	77	206
	16.CHARTS, GRAPHS	855	97	22
	17.FORMULAS	603	69	274
	18.EQUATIONS	651	74	226
	STUDENTS TESTED: 877 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 775	701	80	176
LANGUAGE ARTS	1.MAIN IDEA	557	68	260
	2.CONTEXT CLUES	787	96	30
	3.WORD STRUCTURE	725	89	92
	4.SPECIFIC DETAILS	793	97	24
	5.SEQUENCING OF EVENTS	773	95	44
	6.DRAWING CONCLUSIONS	621	76	196
	7.FACT, OPINION	582	71	235
	8.REFERENCE SOURCE IDENTIFICATION	786	96	31
	9.REFERENCE SOURCE USAGE	784	96	33
	10.LITERARY ANALYSIS	75?	93	61
	11.CAPITALIZATION	689	84	128
	12.PUNCTUATION	478	59	339
	13.SPELLING	522	64	295
	14.CORRECT ENGLISH USAGE	639	78	178
	15.SENTENCE STRUCTURE	586	72	231
	16.SENTENCE COMBINING	792	97	25
	17.PROOFREADING	422	52	395
	18.ORGANIZATION SKILLS	710	87	107
	STUDENTS TESTED: 817 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 786	716	88	101

GROUP CHARACTERISTICS BASED ON ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE DATA FOR STUDENTS NOT TESTED.	
Students Exempt from Both Tests : ARD		
Other Students Not Tested		
Number of Students Tested	968	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	5	1
Asian or Pacific Islander	37	4
Black	152	16
Hispanic	226	23
White	548	57
FREE/REDUCED PRICE MEAL PROGRAM	90	9
CHAPTER I PROGRAMS		
Chapter I Regular Program	16	2
Chapter I Migrant Remedial Mathematics Program	7	1
Chapter I Migrant Remedial Reading Program	3	0
Chapter I Migrant Remedial Writing Program	1	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	284	29
Previous Credit	201	21
No Information Available	132	14
Never Received Credit	441	46
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	31	3
Bilingual Program	5	1
English as a Second Language Program	21	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	36	4
Emotionally Disturbed	14	1
Speech Handicapped	1	0
Visually Handicapped	0	0
Other Handicapping Condition	10	1
GIFTED/TALENTED PROGRAM	17	2
GRADUATION PLANS		
Regular	873	90
Advanced/Advanced with Honors	95	10
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	717	74
Three Years or More	251	26
AT-RISK STUDENTS	249	26

PASS/FAIL SUMMARY BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE PASS/FAIL SUMMARY DATA.
Failed One Test Only	
Failed Both Tests	

FIGURE 13

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

RETESTED STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

STATEWIDE

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	5043	75	1656
	2.ROUNDING OF NUMBERS	5122	76	1577
	3.EQUIVALENCIES	5335	80	1364
	4.EXPONENTIAL/STANDARD NOTATION	6321	94	378
	5.FRACTIONS, MIXED NUMBERS (+,-,x)	3332	50	3367
	6.DECIMALS (+,-,x,÷)	5628	84	1071
	7.INTEGERS (+)	5379	80	1320
	8.MULTIPLE OPERATIONS (+,-,x,÷)	2773	41	3926
	9.PROPORTION	3071	46	3628
	10.PERCENT	4928	74	1771
	11.MEASUREMENT UNITS	2197	33	4502
	12.GEOMETRIC FORMULAS	4822	72	1877
	13.GEOMETRIC PROPERTIES	3341	50	3358
	14.AVERAGES	5655	84	1044
	15.PROBABILITY	4613	69	2086
	16.CHARTS, GRAPHS	6420	96	279
	17.FORMULAS	3377	50	3322
	18.EQUATIONS	3325	50	3374
	STUDENTS TESTED: 6699 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 716	4273	64	2426
LANGUAGE ARTS	1.MAIN IDEA	978	34	1875
	2.CONTEXT CLUES	2541	89	312
	3.WORD STRUCTURE	1825	64	1028
	4.SPECIFIC DETAILS	2703	95	150
	5.SEQUENCING OF EVENTS	2435	85	418
	6.DRAWING CONCLUSIONS	1150	40	1703
	7.FACT, OPINION	1165	41	1688
	8.REFERENCE SOURCE IDENTIFICATION	2621	92	232
	9.REFERENCE SOURCE USAGE	2609	91	244
	10.LITERARY ANALYSIS	2233	78	620
	11.CAPITALIZATION	1902	67	951
	12.PUNCTUATION	900	32	1953
	13.SPELLING	1251	44	1602
	14.CORRECT ENGLISH USAGE	1375	48	1478
	15.SENTENCE STRUCTURE	1286	45	1567
	16.SENTENCE COMBINING	2517	88	336
	17.PROOFREADING	581	20	2272
	18.ORGANIZATION SKILLS	1822	64	1031
	STUDENTS TESTED: 2853 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 701	1534	54	1319

GROUP CHARACTERISTICS BASED ON ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY	
Students Exempt from Both Tests : ARD	REPORT CONTAINS THE DATA	
Other Students Not Tested	FOR STUDENTS NOT TESTED.	
Number of Students Tested	8345	100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	22	0
Asian or Pacific Islander	270	3
Black	2247	27
Hispanic	3430	41
White	2376	28
FREE/REDUCED PRICE MEAL PROGRAM	2335	28
CHAPTER I PROGRAMS		
Chapter I Regular Program	366	4
Chapter I Migrant Remedial Mathematics Program	67	1
Chapter I Migrant Remedial Reading Program	61	1
Chapter I Migrant Remedial Writing Program	42	1
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	3615	43
Previous Credit	2383	29
No Information Available	1559	19
Never Received Credit	2186	26
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	962	12
Bilingual Program	45	1
English as a Second Language Program	358	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	246	3
Emotionally Disturbed	31	0
Speech Handicapped	12	0
Visually Handicapped	8	0
Other Handicapping Condition	38	0
GIFTED/TALENTED PROGRAM	41	0
GRADUATION PLANS		
Regular	8074	97
Advanced/Advanced with Honors	271	3
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	2721	33
Three Years or More	5624	67
AT-RISK STUDENTS	4631	55

PASS/FAIL SUMMARY BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT
Failed One Test Only	CONTAINS THE PASS/FAIL SUMMARY DATA.
Failed Both Tests	

FIGURE 14

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	185	57	141
	2.ROUNDING OF NUMBERS	214	66	112
	3.EQUIVALENCIES	205	63	121
	4.EXPONENTIAL/STANDARD NOTATION	248	76	78
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	101	31	225
	6.DECIMALS (+,-,×,÷)	236	72	90
	7.INTEGERS (+)	203	62	123
	8.MULTIPLE OPERATIONS (+,-,×,÷)	103	32	223
	9.PROPORTION	101	31	225
	10.PERCENT	195	60	131
	11.MEASUREMENT UNITS	67	21	259
	12.GEOMETRIC FORMULAS	172	53	154
	13.GEOMETRIC PROPERTIES	113	35	213
	14.AVERAGES	213	65	113
	15.PROBABILITY	148	45	178
	16.CHARTS, GRAPHS	277	85	49
	17.FORMULAS	96	29	230
	18.EQUATIONS	105	32	221
	STUDENTS TESTED: 326 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 660	118	36	208
LANGUAGE ARTS	1.MAIN IDEA	55	26	156
	2.CONTEXT CLUES	190	90	21
	3.WORD STRUCTURE	128	61	83
	4.SPECIFIC DETAILS	175	83	36
	5.SEQUENCING OF EVENTS	158	75	53
	6.DRAWING CONCLUSIONS	75	36	136
	7.FACT, OPINION	72	34	139
	8.REFERENCE SOURCE IDENTIFICATION	186	88	25
	9.REFERENCE SOURCE USAGE	171	81	40
	10.LITERARY ANALYSIS	144	68	67
	11.CAPITALIZATION	118	56	93
	12.PUNCTUATION	49	23	162
	13.SPELLING	63	30	148
	14.CORRECT ENGLISH USAGE	97	46	114
	15.SENTENCE STRUCTURE	83	39	128
	16.SENTENCE COMBINING	191	91	20
	17.PROOFREADING	35	17	176
	18.ORGANIZATION SKILLS	110	52	101
	STUDENTS TESTED: 211 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 681	73	35	138

GROUP CHARACTERISTICS BASED ON 1510 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	19	1
Students Exempt from Both Tests : ARD	946	63
Other Students Not Tested	152	10
Number of Students Tested	393	26
ETHNIC COMPOSITION		
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	16	1
Black	377	25
Hispanic	509	34
White	604	40
FREE/REDUCED PRICE MEAL PROGRAM	414	27
CHAPTER I PROGRAMS		
Chapter I Regular Program	54	4
Chapter I Migrant Remedial Mathematics Program	18	1
Chapter I Migrant Remedial Reading Program	4	0
Chapter I Migrant Remedial Writing Program	2	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	707	47
Previous Credit	419	28
No Information Available	224	15
Never Received Credit	408	27
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	130	9
Bilingual Program	19	1
English as a Second Language Program	28	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	1084	72
Emotionally Disturbed	193	13
Speech Handicapped	95	6
Visually Handicapped	20	1
Other Handicapping Condition	235	16
GIFTED/TALENTED PROGRAM	15	1
GRADUATION PLANS		
Regular	1412	94
Advanced/Advanced with Honors	98	6
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	334	22
Three Years or More	1176	78
AT-RISK STUDENTS	682	45

PASS/FAIL SUMMARY BASED ON 393 STUDENTS WHO TOOK ONE OR BOTH TESTS		
Passed All Tests Taken	128	33
Failed One Test Only	184	47
Failed Both Tests	81	21

FIGURE 15

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

07/16/90

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: MAY 1990

DATE OF TESTING: MAY 1990

STATEWIDE

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.SEQUENCING OF NUMBERS	5853	77	1725
	2.ROUNDING OF NUMBERS	5869	77	1709
	3.EQUIVALENCIES	6095	80	1483
	4.EXPONENTIAL/STANDARD NOTATION	7180	95	398
	5.FRACTIONS, MIXED NUMBERS (+,-,×)	3944	52	3634
	6.DECIMALS (+,-,×,÷)	6451	85	1127
	7.INTEGERS (+)	6169	81	1409
	8.MULTIPLE OPERATIONS (+,-,×,÷)	3434	45	4144
	9.PROPORTION	3763	50	3815
	10.PERCENT	5669	75	1909
	11.MEASUREMENT UNITS	2753	36	4825
	12.GEOMETRIC FORMULAS	5560	73	2018
	13.GEOMETRIC PROPERTIES	3953	52	3625
	14.AVERAGES	6468	85	1110
	15.PROBABILITY	5351	71	2227
	16.CHARTS, GRAPHS	7305	96	273
	17.FORMULAS	4045	53	3533
	18.EQUATIONS	4015	53	3563
	STUDENTS TESTED: 7578 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 724	5046	67	2532
LANGUAGE ARTS	1.MAIN IDEA	1540	42	2088
	2.CONTEXT CLUES	3292	91	336
	3.WORD STRUCTURE	2533	70	1095
	4.SPECIFIC DETAILS	3486	96	142
	5.SEQUENCING OF EVENTS	3197	88	431
	6.DRAWING CONCLUSIONS	1776	49	1852
	7.FACT, OPINION	1747	48	1881
	8.REFERENCE SOURCE IDENTIFICATION	3382	93	246
	9.REFERENCE SOURCE USAGE	3375	93	253
	10.LITERARY ANALYSIS	2981	82	647
	11.CAPITALIZATION	2593	71	1035
	12.PUNCTUATION	1388	38	2240
	13.SPELLING	1790	49	1838
	14.CORRECT ENGLISH USAGE	2009	55	1619
	15.SENTENCE STRUCTURE	1878	52	1750
	16.SENTENCE COMBINING	3263	90	365
	17.PROOFREADING	1007	28	2621
	18.ORGANIZATION SKILLS	2549	70	1079
	STUDENTS TESTED: 3628 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 722	2282	63	1346

GROUP CHARACTERISTICS BASED ON 10352 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from Both Tests	216	2
Students Exempt from Both Tests : ARD	221	2
Other Students Not Tested	612	6
Number of Students Tested	9303	90
ETHNIC COMPOSITION		
American Indian or Alaskan Native	27	0
Asian or Pacific Islander	339	3
Black	2722	26
Hispanic	4042	39
White	3222	31
FREE/REDUCED PRICE MEAL PROGRAM	2719	26
CHAPTER I PROGRAMS		
Chapter I Regular Program	413	4
Chapter I Migrant Remedial Mathematics Program	73	1
Chapter I Migrant Remedial Reading Program	82	1
Chapter I Migrant Remedial Writing Program	49	0
VOCATIONAL EDUCATION PROGRAMS		
Currently Enrolled	4161	40
Previous Credit	2746	27
No Information Available	2060	20
Never Received Credit	2946	28
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	1112	11
Bilingual Program	36	0
English as a Second Language Program	420	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	49	0
GRADUATION PLANS		
Regular	9998	97
Advanced/Advanced with Honors	354	3
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	4011	39
Three Years or More	6341	61
AT-RISK STUDENTS	5214	50

PASS/FAIL SUMMARY BASED ON 9303 STUDENTS WHO TOOK ONE OR BOTH TESTS		
Passed All Tests Taken	5933	64
Failed One Test Only	2862	31
Failed Both Tests	508	5

FIGURE 16

BEST COPY AVAILABLE

Student Demographic Report

Exit Level
Grade 11
October 1989

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
OCTOBER 1989 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM OCTOBER 1988 TO OCTOBER 1989
GRADE 11 - ONE-YEAR GAINS

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED OCT 1989	PERCENT PASSING ALL TESTS TAKEN OCT 1989	-AVERAGE SCALED SCORE- OCTOBER 1989 MATHEMATICS	LANG ARTS	-AVERAGE SCALED SCORE- GAINS OR LOSSES -OCT 1988 TO OCT 1989- MATHEMATICS	LANG ARTS	STUDENTS NEEDING ANY REMEDIATION
ALL STUDENTS TESTED	181,494	77	781	782	7	-2	41,693
SEX							
MALE	89,831	77	787	784	7	-3	20,304
FEMALE	91,663	77	775	800	7	0	21,389
ETHNIC GROUP							
AMERICAN INDIAN	455	75	771	782	2	-1	112
ASIAN OR PACIFIC ISLANDER	4,516	83	844	799	11	9	784
BLACK	24,188	61	730	763	13	1	9,351
HISPANIC	51,414	67	753	768	10	1	16,728
WHITE	100,921	85	805	811	6	-3	14,718
FREE/REDUCED PRICE MEAL PROGRAM							
PARTICIPANTS	30,903	63	745	757	10	1	11,302
NON-PARTICIPANTS	150,591	80	788	799	7	-2	30,391
CHAPTER 1 REGULAR PROGRAM							
PARTICIPANTS	3,752	54	719	736	18	5	1,737
NON-PARTICIPANTS	177,742	78	782	793	7	-2	39,956
CHAPTER 1 MIGRANT PROGRAMS							
REMEDIAL MATHEMATICS	521	51	724	725	3	-10	255
REMEDIAL READING	551	47	716	720	8	-1	293
REMEDIAL WRITING	425	54	725	732	12	13	194
ELIGIBLE NON-PARTICIPANTS	2,393	65	751	751	20	7	849
NOT ELIGIBLE	178,235	77	782	793	7	-2	40,422
LIMITED ENGLISH PROFICIENCY							
LEP STUDENTS	6,084	40	710	705	17	5	3,644
NON-LEP STUDENTS	175,410	78	783	795	7	-2	38,049

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
OCTOBER 1989 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM OCTOBER 1988 TO OCTOBER 1989
GRADE 11 - ONE-YEAR GAINS

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED OCT 1989	PERCENT PASSING ALL TESTS TAKEN OCT 1989	-AVERAGE SCALED SCORE- OCTOBER 1989 MATHEMATICS	LANG ARTS	-AVERAGE SCALED SCORE- GAINS OR LOSSES -OCT 1988 TO OCT 1989- MATHEMATICS	LANG ARTS	STUDENTS NEEDING ANY REMEDIATION
BILINGUAL/ESL PROGRAMS							
BILINGUAL	236	38	694	707	-23	-28	146
ESL (ENGLISH AS A SECOND LANG)	3,509	37	711	699	20	10	2,224
NEITHER BILINGUAL NOR ESL	177,749	78	782	794	7	-1	39,323
SPECIAL EDUCATION PROGRAMS							
LEARNING DISABILITY	2,788	28	644	688	-2	-5	2,054
EMOTIONALLY DISTURBED	499	50	700	743	4	2	248
SPEECH HANDICAPPED	150	54	721	734	-8	-16	69
VISUALLY HANDICAPPED	72	60	754	775	46	35	29
OTHER HANDICAPPING CONDITION	414	53	715	747	20	8	196
NON-SPECIAL EDUCATION	177,634	78	783	794	8	-1	39,141
GIFTED AND TALENTED PROGRAM							
PARTICIPANTS	10,810	98	884	887	3	-2	199
NON-PARTICIPANTS	170,684	76	774	787	6	-3	41,494
VOCATIONAL EDUCATION PROGRAMS							
CURRENTLY ENROLLED	63,472	69	753	771	8	-2	19,639
PREVIOUS CREDIT	43,913	73	765	779	9	-2	11,880
NO INFORMATION AVAILABLE	30,329	80	792	800	15	3	6,189
NEVER RECEIVED CREDIT	65,075	83	803	809	4	-2	11,004
CONTINUOUS ENROLLMENT IN DISTRICT							
ONE YEAR	20,913	69	758	775	5	-3	6,561
TWO YEARS	15,022	75	778	787	9	-2	3,718
THREE YEARS	23,635	75	776	788	8	-1	5,826
FOUR YEARS	9,327	75	777	789	7	-2	2,337
MORE THAN FOUR YEARS	112,597	79	787	797	8	-1	23,251
GRADUATION PLANS							
ADVANCED WITH HONORS	21,780	98	879	865	-4	-5	424
ADVANCED	41,899	91	813	815	4	-4	3,679
REGULAR	117,815	68	751	770	9	-1	37,590
AT-RISK							
AT-RISK STUDENTS	40,537	55	720	745	9	-1	18,137
NON AT-RISK STUDENTS	140,957	83	798	805	4	-4	23,556

BEST COPY AVAILABLE

District Demographic Report

Exit Level
Grade 11
October 1989

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
OCTOBER 1989 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM OCTOBER 1988 TO OCTOBER 1989
GRADE 11 - ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1989	PERCENT PASSING ALL TESTS TAKEN OCT 1989	-AVERAGE SCALED SCORE- OCTOBER 1989 MATHEMATICS	LANG ARTS	-AVERAGE SCALED SCORE- GAINS OR LOSSES -OCT 1988 TO OCT 1989- MATHEMATICS	LANG ARTS	STUDENTS NEEDING ANY REMEDIATION
ADA GROUPINGS								
6	OVER 50,000	27,092	71	766	783	15	3	7,870
15	25,000 TO 49,999	33,397	79	791	797	5	-3	7,072
44	10,000 TO 24,999	43,049	78	784	792	5	-2	9,523
41	5,000 TO 9,999	16,608	76	777	786	8	-2	3,931
92	3,000 TO 4,999	22,146	78	784	796	5	-2	4,765
115	1,600 TO 2,999	14,877	77	775	792	4	-4	3,491
124	1,000 TO 1,599	9,561	78	778	793	6	-3	2,093
206	500 TO 999	9,157	80	785	798	9	-1	1,836
330	UNDER 500	5,538	81	788	798	5	-1	1,064
DISTRICT TYPE								
8	MAJOR URBAN	32,714	71	764	782	13	1	9,643
61	MAJOR SUBURBAN	53,317	81	795	800	4	-3	9,988
23	OTHER CENTRAL CITY	23,645	75	778	787	6	-3	5,908
73	OTHER CC SUBURBAN	15,823	77	778	789	8	-1	3,621
65	INDEPENDENT TOWN	17,301	76	777	791	8	-2	4,098
79	NON-METRO FAST GROWING	5,397	77	780	793	6	-3	1,244
271	NON-METRO STABLE	24,978	78	778	793	7	-2	5,526
393	RURAL	8,250	80	787	797	5	-2	1,619
WEALTH (MEDIAN=$157,104)								
98	UNDER $82,513	18,971	68	757	769	12	2	5,982
102	$82,513 TO $99,523	12,018	75	768	786	5	-3	3,040
102	$99,524 TO $115,679	7,546	75	770	788	5	-2	1,912
100	$115,680 TO $133,839	15,942	74	771	786	8	-5	4,157
102	$133,840 TO $157,103	19,261	78	783	795	[illegible]	-3	4,230
102	$157,104 TO $181,840	21,964	78	783	794	7	-3	4,780
99	$181,841 TO $220,234	23,954	79	786	798	8	-1	5,145
100	$220,235 TO $287,975	30,339	79	789	797	11	0	8,285
89	$287,976 TO $443,845	26,190	80	792	799	5	-2	5,304
73	OVER $443,845	4,928	84	799	802	3	-3	766
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44
WEALTH (ST AVG=$205,698)								
669	UNDER $205,698	109,269	76	776	789	7	-2	26,508
298	OVER $205,698	71,842	79	788	797	8	-1	15,093
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
OCTOBER 1989 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM OCTOBER 1988 TO OCTOBER 1989
GRADE 11 - ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1989	PERCENT PASSING ALL TESTS TAKEN OCT 1989	-AVERAGE SCALED SCORE- OCTOBER 1989 MATHEMATICS	LANG ARTS	-AVERAGE SCALED SCORE- GAINS OR LOSSES -OCT 1988 TO OCT 1989- MATHEMATICS	LANG ARTS	STUDENTS NEEDING ANY REMEDIATION
	WEALTH BY EQUAL RADA PER GROUP							
23	UNDER $51,611	8,837	68	759	763	17	5	2,829
65	$51,611 TO < $79,599	8,931	70	758	775	11	0	2,713
74	$79,599 TO < $93,431	9,735	72	764	783	7	-1	2,689
109	$93,431 TO < $111,174	9,042	76	771	789	3	-3	2,191
79	$111,174 TO < $124,674	9,314	75	776	786	3	-6	2,341
52	$124,674 TO < $133,840	8,616	73	766	786	9	-3	2,328
62	$133,840 TO < $147,075	9,260	76	777	793	3	-3	2,179
38	$147,075 TO < $156,339	8,698	79	788	797	2	-2	1,814
31	$156,339 TO < $163,010	9,136	76	778	791	3	-6	2,162
39	$163,010 TO < $174,981	9,334	79	784	793	7	-3	1,962
55	$174,981 TO < $190,253	9,244	81	793	801	10	1	1,712
46	$190,253 TO < $206,247	9,613	82	798	806	7	-1	1,686
26	$206,247 TO < $217,719	9,150	73	770	789	9	-1	2,480
44	$217,719 TO < $244,860	8,938	80	791	799	5	-3	1,771
41	$244,860 TO < $268,755	7,168	82	794	801	7	-3	1,289
1	$268,755 TO < $269,138	8,332	75	777	790	26	8	2,111
30	$269,138 TO < $298,578	10,334	81	793	799	0	-6	2,007
43	$298,578 TO < $367,048	8,897	81	797	801	4	-4	1,688
13	$367,048 TO < $388,497	9,188	75	778	790	11	3	2,274
96	$388,497 AND OVER	9,344	85	807	806	4	-4	1,375
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44
	TOTAL TAX EFFORT (ST AVG=$0.9592)							
218	UNDER 0.8080	24,386	74	770	782	8	-1	6,408
245	0.8080 TO UNDER 0.9712	70,260	75	777	790	8	-1	17,280
254	0.9712 TO UNDER 1.1289	50,216	79	786	796	7	-2	10,579
250	1.1289 AND OVER	36,249	80	789	797	7	-2	7,334
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44
	M&O EFF. TAX EFFORT (MEDIAN=$0.8123)							
231	UNDER 0.6767	33,357	73	767	782	7	0	9,031
245	0.6767 TO 0.8122	66,929	76	778	791	8	-1	16,058
248	0.8123 TO 0.9647	49,200	80	789	797	6	-3	9,971
243	OVER 0.9647	31,625	79	788	797	7	-1	6,541
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44
	M&O EFF. TAX EFFORT (ST AVG=$0.8140)							
480	UNDER 0.8140	100,614	75	775	788	8	-1	25,149
487	OVER 0.8140	80,497	80	789	797	7	-2	16,452
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
OCTOBER 1989 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM OCTOBER 1988 TO OCTOBER 1989
GRADE 11 - ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1989	PERCENT PASSING ALL TESTS TAKEN OCT 1989	-AVERAGE SCALED SCORE- OCTOBER 1989 MATHEMATICS	LANG ARTS	-AVERAGE SCALED SCORE- GAINS OR LOSSES -OCT 1988 TO OCT 1989- MATHEMATICS	LANG ARTS	STUDENTS NEEDING ANY REMEDIATION
APR GROUPS: ENROLL | WEALTH | % LOW INC								
177	<1K | < AVG. | <40%	5,604	83	792	802	8	-2	976
175	<1K | < AVG. | >=40	4,489	76	775	791	6	-1	1,060
93	<1K | > AVG. | <40%	2,326	84	797	805	5	-2	383
74	<1K | > AVG. | >=40	1,342	78	779	792	3	0	301
90	1K TO < 3K | < AVG. | <40%	8,735	79	781	796	8	-3	1,813
84	1K TO < 3K | < AVG. | >=40	8,177	73	764	782	8	-3	2,238
41	1K TO < 3K | > AVG. | <40%	4,265	83	796	804	3	-5	732
25	1K TO < 3K | > AVG. | >=40	2,046	77	776	791	4	-1	469
64	3K TO < 10K | < AVG. | <40%	16,496	80	785	797	5	-3	3,381
37	3K TO < 10K | < AVG. | >=40	10,804	70	761	774	11	0	3,200
35	3K TO < 10K | > AVG. | <40%	10,338	82	794	803	4	-3	1,882
4	3K TO < 10K | > AVG. | >=40	1,138	75	776	779	-3	-9	281
22	>10K | < AVG. | <40%	28,508	80	791	799	5	-2	5,816
20	>10K | < AVG. | >=40	26,456	69	759	775	7	0	8,224
19	>10K | > AVG. | <40%	27,351	83	803	805	2	-4	4,602
7	>10K | > AVG. | >=40	23,036	72	768	785	18	4	6,443
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44
SPTB HIGHEST CATEGORY								
314	RESIDENTIAL	109,897	77	783	793	5	-3	24,959
296	LAND	9,059	78	778	792	4	-4	2,018
165	OIL AND GAS	9,878	79	784	791	14	2	2,063
192	BUSINESS	52,277	76	776	790	10	2	12,561
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)								
290	NO SMALL/SPARSE ADJUSTMENT	154,754	77	781	791	8	-2	36,181
191	UNDER 22.0%	14,179	79	779	794	8	-2	3,025
184	22.0% TO UNDER 31.4%	6,860	80	786	798	6	-2	1,378
178	31.4% TO UNDER 36.8%	3,161	81	789	798	8	0	615
130	36.8% AND OVER	2,471	81	789	797	3	-4	466
PDI LEVEL (MEDIAN=1.07)								
234	UNDER 1.05	5,720	83	792	802	6	-2	962
110	1.05 TO UNDER 1.06	4,944	82	788	802	7	-1	885
225	1.06 TO UNDER 1.08	15,250	78	783	796	7	-3	3,322
234	1.08 TO 1.11	32,635	78	781	795	4	-4	7,149
170	1.11 AND OVER	122,876	76	780	790	8	-1	29,327

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
OCTOBER 1989 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM OCTOBER 1988 TO OCTOBER 1989
GRADE 11 - ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1989	PERCENT PASSING ALL TESTS TAKEN OCT 1989	-AVERAGE SCALED SCORE- OCTOBER 1989 MATHEMATICS	LANG ARTS	-AVERAGE SCALED SCORE- GAINS OR LOSSES -OCT 1988 TO OCT 1989- MATHEMATICS	LANG ARTS	STUDENTS NEEDING ANY REMEDIATION
OPERATING COST/RADA (ST AVG= $3,814)								
206	UNDER $3,487	46,775	78	781	793	5	-3	10,502
206	$3,487 TO $3,801	60,891	77	779	791	6	-2	14,251
203	$3,802 TO $4,210	40,765	75	777	789	11	-1	10,114
190	$4,211 TO $4,911	26,531	79	788	796	8	0	5,654
168	OVER $4,911	6,463	83	793	800	3	-2	1,124
ESC REGION								
34	I EDINBURG	12,659	71	764	771	16	7	3,653
34	II CORPUS CHRISTI	6,158	72	765	784	2	-4	1,704
33	III VICTORIA	2,986	79	784	798	5	1	614
52	IV HOUSTON	35,870	79	789	796	10	0	7,508
29	V BEAUMONT	4,844	78	779	792	8	-1	1,044
54	VI HUNTSVILLE	5,865	77	779	790	4	-4	1,358
95	VII KILGORE	8,768	77	780	796	9	-1	1,983
40	VIII MT PLEASANT	3,156	79	778	797	5	-2	663
38	IX WICHITA FALLS	2,271	78	783	794	-4	-10	491
75	X RICHARDSON	24,212	80	791	797	8	-1	4,875
69	XI FORT WORTH	16,364	79	786	796	8	-3	3,433
71	XII WACO	6,027	77	777	794	7	-4	1,390
53	XIII AUSTIN	9,966	81	795	804	5	-4	1,887
45	XIV ABILENE	2,605	79	784	797	3	-5	535
40	XV SAN ANGELO	2,849	77	777	791	5	-5	652
59	XVI AMARILLO	4,220	79	785	792	2	-6	884
61	XVII LUBBOCK	4,348	75	776	791	1	-4	1,082
31	XVIII MIDLAND	4,267	78	781	788	4	-3	948
12	XIX EL PASO	7,959	67	755	774	0	-4	2,652
48	XX SAN ANTONIO	16,031	73	768	787	4	-3	4,289
TEAMS: PCT PASSING ALL TESTS TAKEN								
59	UNDER 60%	6,526	63	745	762	13	4	2,398
350	60% TO UNDER 75%	85,307	72	767	783	9	0	23,475
519	75% TO UNDER 90%	85,347	82	795	802	5	-3	15,455
45	90% AND OVER	4,245	93	836	826	7	-3	317
DENSITY (ST AVG=11.34 RADA/SQ MI)								
497	LESS THAN 5	18,379	79	781	794	6	-2	3,916
267	5 TO UNDER 20	28,092	76	776	791	6	-2	6,612
113	20 TO UNDER 100	31,505	76	778	791	5	-3	7,405
90	100 AND OVER	103,135	77	783	792	8	-1	23,668
6	SPECIAL DISTRICTS	314	86	799	815	-2	-2	44

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
OCTOBER 1989 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM OCTOBER 1988 TO OCTOBER 1989
GRADE 11 - ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1989	PERCENT PASSING ALL TESTS TAKEN OCT 1989	-AVERAGE SCALED SCORE- OCTOBER 1989 MATHEMATICS	LANG ARTS	-AVERAGE SCALED SCORE- GAINS OR LOSSES -OCT 1988 TO OCT 1989- MATHEMATICS	LANG ARTS	STUDENTS NEEDING ANY REMEDIATION
RADA CHG:88/89-89/90 (ST AVG=1.57%)								
422	DECLINING RADA	48,683	74	769	785	8	-2	13,330
298	0% TO UNDER 3%	84,277	77	782	793	6	-2	19,442
156	3% TO UNDER 6%	36,107	81	794	798	9	-1	6,774
62	6% TO UNDER 10%	9,934	80	790	796	10	0	2,024
35	10% AND OVER	2,424	76	781	794	-1	-5	575
PCT BLACK PUPILS (ST AVG=14.50%)								
559	UNDER 5%	66,609	77	780	789	7	-2	15,398
132	5% TO UNDER 10%	36,920	80	790	799	3	-4	7,402
141	10% TO UNDER 20%	34,936	79	786	796	4	-4	7,420
72	20% TO UNDER 30%	10,939	78	785	795	10	-1	2,426
58	30% TO UNDER 50%	28,848	72	766	784	14	2	8,078
11	50% AND OVER	3,173	71	759	780	18	8	921
PCT HISPANIC PUPILS (ST AVG=33.10%)								
282	UNDER 5%	24,228	82	792	801	7	-3	4,445
157	5% TO UNDER 10%	31,446	83	798	802	8	-3	5,469
158	10% TO UNDER 20%	26,948	80	789	799	4	-3	5,458
97	20% TO UNDER 30%	24,055	78	778	790	3	-4	5,800
120	30% TO UNDER 50%	37,771	76	779	792	12	1	8,998
159	50% AND OVER	36,977	69	758	773	8	-1	11,475
PCT MINORITY PUPILS (ST AVG=49.70%)								
92	UNDER 5%	4,516	83	794	802	3	-5	755
115	5% TO UNDER 10%	8,765	83	797	804	10	-2	1,459
185	10% TO UNDER 20%	22,883	84	800	804	6	-3	3,681
136	20% TO UNDER 30%	25,785	82	798	804	4	-4	4,615
221	30% TO UNDER 50%	39,876	79	784	794	3	-4	8,570
224	50% AND OVER	79,600	72	766	781	11	1	22,565
PERCENT LOW INCOME (ST AVG=39.75%)								
135	UNDER 20%	43,783	84	805	807	6	-3	6,814
196	20% TO UNDER 30%	24,520	80	789	798	2	-5	4,792
214	30% TO UNDER 40%	35,502	78	782	795	5	-3	7,809
274	40% TO UNDER 60%	48,482	73	769	787	10	1	12,955
112	60% TO UNDER 80%	17,728	69	758	773	7	-1	5,520
42	80% AND OVER	11,410	67	754	766	18	5	3,755

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
OCTOBER 1989 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM OCTOBER 1988 TO OCTOBER 1989
GRADE 11 - ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1989	PERCENT PASSING ALL TESTS TAKEN OCT 1989	-AVERAGE SCALED SCORE- OCTOBER 1989 MATHEMATICS	LANG ARTS	-AVERAGE SCALED SCORE- GAINS OR LOSSES -OCT 1988 TO OCT 1989- MATHEMATICS	LANG ARTS	STUDENTS NEEDING ANY REMEDIATION
	AVG. TEACHER EXPER (ST AVG=11.3 YRS)							
222	UNDER 9.7 YEARS	26,672	76	779	788	10	0	6,277
241	9.7 TO UNDER 11.1 YEARS	43,294	78	783	793	6	-2	9,574
254	11.1 TO UNDER 12.3 YEARS	70,459	78	786	795	7	-3	15,383
256	12.3 YEARS AND OVER	41,000	75	773	788	9	-1	10,411
	AVG. TEACHER SALARY (ST AVG=$25,845)							
219	UNDER $23,176	7,659	77	776	791	7	-4	1,738
252	$23,176 TO UNDER $24,237	21,367	78	779	794	8	-3	4,762
255	$24,237 TO UNDER $25,425	43,919	75	774	789	5	-2	10,914
247	$25,425 AND OVER	108,480	78	785	793	8	-1	24,231
	PCT MINORITY TCHRS (ST AVG=22.30%)							
538	UNDER 5%	54,430	84	800	805	5	-4	8,857
180	5% TO UNDER 10%	28,210	78	785	794	4	-3	6,093
121	10% TO UNDER 20%	29,263	77	780	793	4	-3	6,620
41	20% TO UNDER 30%	14,975	77	782	794	6	-3	3,449
44	30% TO UNDER 50%	28,613	69	758	778	7	0	8,947
49	50% AND OVER	25,934	70	763	775	20	6	7,679
	% TCHRS W ADV DEGREE (ST AVG=32.0%)							
228	UNDER 19.0%	15,798	74	770	780	13	1	4,091
253	19.0% TO UNDER 26.7%	36,383	75	772	786	4	-3	9,271
251	26.7% TO UNDER 34.9%	59,255	78	785	795	5	-2	12,953
241	34.9% AND OVER	69,989	78	785	796	9	0	15,330
973	STATE TOTAL	181,425	77	781	792	7	-2	41,645

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

45

80

79

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Section IV

Grade 9 Results

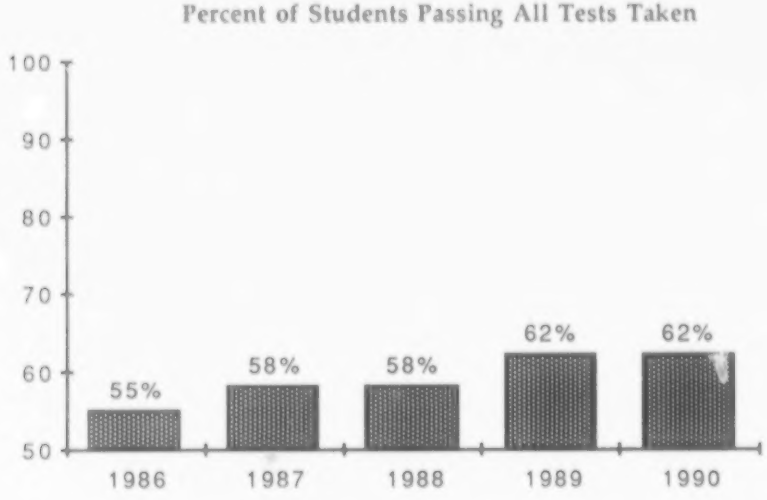
Five Year Summary

The following chart summarizes Grade 9 TEAMS results since the initial Grade 9 administration in February 1986. As shown below, sixty-two percent of the students mastered all tests taken in February 1990, as compared to fifty-five percent of the students in 1986.

Summary of Grade 9 Student Performance

Year	Total Tested	Mastered All Tests Taken	Failed 1 or 2 Tests	Failed All 3 Tests
1986	249,097	137,771 (55%)	88,568 (36%)	22,758 (9%)
1987	233,263	134,633 (58%)	80,438 (34%)	18,192 (8%)
1988	227,609	132,047 (58%)	76,386 (34%)	19,176 (8%)
1989	226,517	139,515 (62%)	70,501 (31%)	16,501 (7%)
1990	233,805	145,658 (62%)	73,711 (32%)	14,436 (6%)

The graph below illustrates Grade 9 student performance across the five years of the TEAMS program.



Since February 1986, the Grade 9 mathematics scaled score has improved twenty points, and the mastery rate has gained five percentage points. In reading, the statewide scaled score has improved twelve points, and the mastery rate has increased by two percentage points since February 1986.

Seventy percent of the Grade 9 students mastered the overall writing test in February 1990, a seven percentage point gain from 1986. The writing scaled score has improved eighteen points since February 1986. The chart below summarizes subject area performance for Grade 9 students across the five years of the TEAMS program.

	1986	1987	1988	1989	1990
Mathematics	81%	83%	83%	83%	86%
Reading	80%	80%	79%	83%	82%
Writing	63%	67%	67%	69%	70%

February 1990 Summary

Sixty-two percent of the ninth graders passed all tests taken in February 1990, showing no gain from the February 1989 administration. Mathematics, reading, and writing subject area performance results are summarized in the following chart.

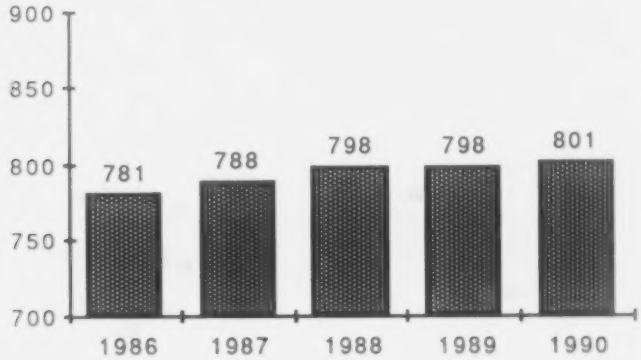
Student Performance by Subject Area
February 1990

	Total Tested	Mastered the Test	Scaled Score
Mathematics	229,543	196,722 (86%)	801
Reading	228,753	188,346 (82%)	795
Writing	223,298	156,275 (70%)	748

In February 1990, the Grade 9 mathematics test consisted of the identical test items assessed on the February 1987 test. Comparisons of those two administrations indicate improvement in nine of the eleven objectives tested. The mathematics objective, identify the relationship between decimals, fractions, and percents, showed the greatest improvement in mastery (six percentage points), while objective-level mastery did not improve in two objectives: multiplication or division of decimal numbers and determining area of rectangles/triangles. The overall mastery rate in mathematics has improved three percentage points, and the scaled score has gained thirteen points since the February 1987 administration.

In mathematics, eighty-six percent of the students demonstrated mastery in February 1990, a three percentage point gain from February 1989. The following graph plots the statewide mathematics scaled score since the 1986 administration.

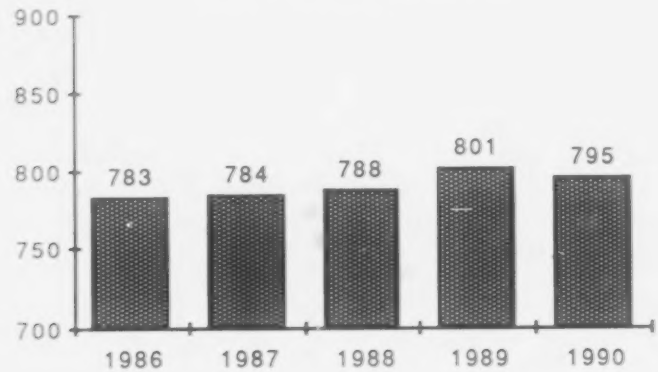
Grade 9 Mathematics Scaled Score



In reading, the February 1990 test was identical to the reading test administered in February 1987. Grade 9 student performance improved in nine of the eleven reading objectives, compared with the February 1987 results. In February 1990, the reading objective, distinguishing between fact and opinion, showed the most improvement (seven percentage points), compared with 1987 results. However, two reading objectives, generalization (89%) and using graphic sources (95%), showed no gain in objective-level mastery since the 1987 administration.

Eighty-two percent of the ninth graders mastered the reading test, a one percentage point decline from February 1989.

Grade 9 Reading Scaled Score

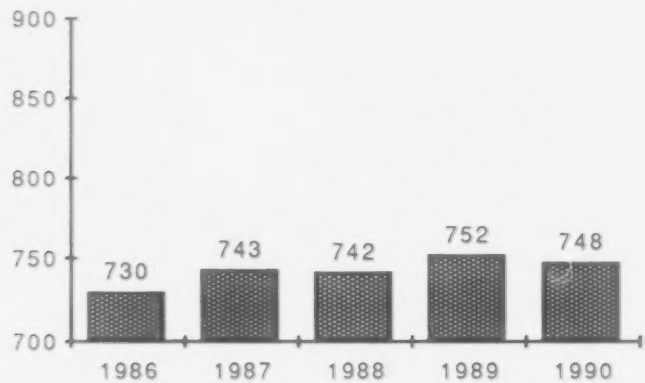


The Grade 9 multiple-choice writing objectives were also identical to those tested in February 1987. Objective-level mastery improved in four of the six writing objectives, and the objective, proofreading, showed the greatest improvement in mastery (six percentage points), compared with February 1987 results. In February 1990, objective-level mastery remained unchanged since 1987 on the spelling objective (94% mastery) and the sentence structure objective (96% mastery).

Since February 1989, Grade 9 student performance in writing improved one percentage point to a seventy percent mastery rate in February 1990. As part of the writing subject area test, Grade 9 students were required to write a persuasive written composition. Seventy-nine percent of the students mastered the written composition section, a two percentage point increase from February 1989. Compositions were scored on scale of "1" to "4" with a passing score corresponding to a score of "2" or higher. Compositions that could not be scored were assigned a rating of "0". Thirty-three percent of the students achieved a rating of "3" or "4" on the Grade 9 written composition, compared to thirty-six percent of the students in February 1989.

Beginning with the February 1989 administration, Grade 9 compositions receiving score points of "1" or "0" were scored analytically to identify specific areas of weakness. In February 1990, ninety-eight percent of the Grade 9 papers receiving a score of "1" were annotated as "Lacked support and/or elaboration." The majority of Grade 9 compositions receiving a score of "0" were papers in which students did not attempt to write a composition. However, the number of papers receiving a score of "0" in February 1990 declined by more one thousand papers, as compared with the February 1989 results. Figure 20 displays the statewide Grade 9 Written Composition Analytic Summary Report for the February 1990 administration.

Grade 9 Writing Scaled Score



Ethnic group performance results show that black students achieved the most improvement in percent mastery, gaining four percentage points in the percent passing all tests taken, compared with February 1989 results. Hispanic student performance improved two percentage points to fifty-one percent mastery, while white student performance remained constant at seventy-three percent mastery. Statewide average scaled scores aggregated by ethnicity are shown in the following chart.

Scaled Scores by Ethnic Group

	1986	1987	1988	1989	1990
Black					
Mathematics	734	745	752	750	763
Reading	734	738	739	754	755
Writing	691	710	708	722	723
Hispanic					
Mathematics	750	758	767	766	771
Reading	742	750	752	765	760
Writing	695	715	708	719	718
White					
Mathematics	807	813	825	828	827
Reading	816	814	821	835	828
Writing	758	766	769	779	772

Participants in a Chapter 1 Regular program improved mastery by three percentage points since last year, and gained fifteen scaled score points in mathematics. Grade 9 students participating in a meal program and those in a Chapter 1 Regular Program have achieved significant gains in scaled scores in each subject area since the February 1986 administration. The following tables aggregate assessment results by participation in a free or reduced price meal program and/or the Chapter 1 Regular program.

Free or Reduced Price Meal Program (low income)

	1986	1987	1988	1989	1990
Participants					
Mathematics	740	750	761	759	766
Reading	727	737	740	754	750
Writing	681	703	698	710	683
Nonparticipants					
Mathematics	791	798	809	811	812
Reading	796	797	803	817	811
Writing	742	754	755	765	750

Chapter 1 Regular Program (educationally disadvantaged)

	1986	1987	1988	1989	1990
Participants					
Mathematics	701	720	732	724	739
Reading	687	701	700	717	714
Writing	637	666	661	679	710
Nonparticipants					
Mathematics	783	789	799	800	803
Reading	785	786	790	804	798
Writing	732	745	743	754	760

In February 1990, students identified as limited English proficient showed a three percentage point improvement in mastery and posted scaled score gains in all three subject areas since February 1989.

An additional demographic category was collected for Grade 9 students only, beginning with the February 1990 administration. Grade 9 students were instructed to indicate whether they participated or did not participate in either an athletic or non-athletic extracurricular activity. The February 1990 TEAMS results showed little difference in performance between students who participated in an athletic activity and those who participated in non-athletic activities. As shown in the student demographic report, performance results, however, revealed a significant disparity in performance between students participating in both athletic and non-athletic activities and those students not participating in any extracurricular activities.

Performance results aggregated by Education Service Center (ESC) regions indicate that Region 1 (Edinburg) achieved the largest score gain in mathematics (16 points), compared with February 1989 results. None of the ESC regions posted significant gains in the reading or writing subject areas. Region 7 (Kilgore) posted the largest increase in percent passing all tests taken (4 percentage points) since February 1989.

Districts with 80% or more students identified as low income posted a fourteen point scaled gain in mathematics, compared with February 1989 results.

Remedial instruction is mandated by state law to help students attain basic skills in mathematics, reading, and writing. The Grade 9 TEAMS test identified over 88,000 students (38 percent of those tested) as deficient in minimal skills. However, since the initial TEAMS administration in 1986, the number of Grade 9 students needing remediation in one or more subject areas has declined by more than 23,000 students.

Grade 9 Students Requiring Remediation
February 1990

Failed One Test Only	50,479	22%
Failed Two Tests Only	23,232	10%
Failed All Three Tests	14,436	6%
Total	88,147	38%

Figure 17 displays the statewide summary report for all students tested in February 1990. Beginning with the February 1990 administration, two additional summary reports aggregating performance results for special education students and nonspecial education students were provided at the campus, district, region, and state levels. Figures 18 and 19 display the Grade 9 special education and nonspecial education summary reports at the state level.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

ALL STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 09

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	171199	75	58344
	2.FRACTIONS (+,-)	186315	81	43228
	3.DECIMALS (×,÷)	207540	90	22003
	4.WORD PROBLEMS (+,-,×,÷)	198706	87	30837
	5.WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	159798	70	69745
	6.PERSONAL FINANCE PROBLEMS	169726	74	59817
	7.WORD PROBLEMS (MEASUREMENT UNITS)	171505	75	58038
	8.AREA OF RECTANGLES, TRIANGLES	153028	67	76515
	9.PROBABILITY	163798	71	65745
	10.CHARTS, GRAPHS	154411	67	75132
	11.FORMULAS	177664	77	51879
	STUDENTS TESTED: 229543 TOTAL MATHEMATICS:	196722	86	32821
	MATHEMATICS SCALED SCORE: 801			
READING	1.MAIN IDEA	174034	76	54719
	2.MEANING OF WORDS	207643	91	21110
	3.SPECIFIC DETAILS	182271	80	46482
	4.SEQUENCING OF EVENTS	165884	73	62869
	5.DRAWING CONCLUSIONS	182657	80	46096
	6.FACT, OPINION	142580	62	86173
	7.CAUSE-AND-EFFECT	163718	72	65035
	8.GENERALIZATIONS	203952	89	24801
	9.AUTHOR'S POINT OF VIEW	166970	73	61783
	10.REFERENCE SOURCES	208196	91	20557
	11.GRAPHIC SOURCES	217711	95	11042
	STUDENTS TESTED: 228753 TOTAL READING:	188346	82	40407
	READING SCALED SCORE: 795			
WRITING	1.CAPITALIZATION	203102	91	20196
	2.PUNCTUATION	190483	85	32815
	3.SPELLING	210985	94	12313
	4.CORRECT ENGLISH USAGE	199920	90	23378
	5.SENTENCE STRUCTURE	215251	96	8047
	6.PROOFREADING	188949	85	34349
	PERSUASIVE WRITTEN COMPOSITION			
	RATING: 4 3 2 1 0			
	NUMBER: 8220 64932 102648 45724 1774			
	PERCENT: 4 29 46 20 1			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 4173			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 569			
	STUDENTS TESTED: 223298 TOTAL WRITING:	156275	70	67023
	WRITING SCALED SCORE: 748			

GROUP CHARACTERISTICS BASED ON 257755 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	8504	3
Students Exempt from All Tests : ARD	11232	4
Students Exempt from All Tests : LEP	3523	1
Other Students Not Tested	691	0
Number of Students Tested	233805	91
ETHNIC COMPOSITION		
American Indian or Alaskan Native	698	0
Asian or Pacific Islander	5369	2
Black	36334	14
Hispanic	88214	34
White	127140	49
FREE/REDUCED PRICE MEAL PROGRAM	68639	27
CHAPTER I PROGRAMS		
Chapter I Regular Program	8877	3
Chapter I Migrant Remedial Mathematics Program	1096	0
Chapter I Migrant Remedial Reading Program	1426	1
Chapter I Migrant Remedial Writing Program	616	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	16389	6
Bilingual Program	1040	0
English as a Second Language Program	11081	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	15144	6
Emotionally Disturbed	2611	1
Speech Handicapped	966	0
Visually Handicapped	145	0
Other Handicapping Condition	2494	1
GIFTED/TALENTED PROGRAM	14152	5
MODE OF ENTRY		
Alternative to Social Promotion	9398	4
Retained	16855	7
Promoted	231502	90
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	72512	28
Three Years or More	185243	72
AT-RISK STUDENTS	67257	26
EXTRACURRICULAR ACTIVITIES		
Athletic	91914	36
Nonathletic	96304	37

PASS/FAIL SUMMARY BASED ON 233805 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	145658	62
Failed One Test Only	50479	22
Failed Two Tests Only	23232	10
Failed All Three Tests	14436	6

FIGURE 17

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 09

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	3755	41	5313
	2.FRACTIONS (+,-)	4524	50	4544
	3.DECIMALS (×,÷)	6256	69	2812
	4.WORD PROBLEMS (+,-,×,÷)	5106	56	3962
	5.WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	3797	42	5271
	6.PERSONAL FINANCE PROBLEMS	4270	47	4798
	7.WORD PROBLEMS (MEASUREMENT UNITS)	3652	40	5416
	8.AREA OF RECTANGLES, TRIANGLES	3976	44	5092
	9.PROBABILITY	4058	45	5010
	10.CHARTS, GRAPHS	3393	37	5675
	11.FORMULAS	3753	41	5315
	STUDENTS TESTED: 9068 TOTAL MATHEMATICS:	4378	48	4690
	MATHEMATICS SCALED SCORE: 694			
READING	1.MAIN IDEA	4034	46	4760
	2.MEANING OF WORDS	6338	72	2456
	3.SPECIFIC DETAILS	4946	56	3848
	4.SEQUENCING OF EVENTS	3656	42	5138
	5.DRAWING CONCLUSIONS	4877	55	3917
	6.FACT, OPINION	2929	33	5865
	7.CAUSE-AND-EFFECT	3877	44	4917
	8.GENERALIZATIONS	5807	66	2987
	9.AUTHOR'S POINT OF VIEW	3924	45	4870
	10.REFERENCE SOURCES	6652	76	2142
	11.GRAPHIC SOURCES	7337	83	1457
	STUDENTS TESTED: 8794 TOTAL READING:	4162	47	4632
	READING SCALED SCORE: 698			
WRITING	1.CAPITALIZATION	6124	74	2185
	2.PUNCTUATION	4647	56	3662
	3.SPELLING	6340	76	1969
	4.CORRECT ENGLISH USAGE	5559	67	2750
	5.SENTENCE STRUCTURE	6890	83	1419
	6.PROOFREADING	4268	51	4041
	PERSUASIVE WRITTEN COMPOSITION			
	RATING: 4 3 2 1 0			
	NUMBER: 28 689 3243 4144 205			
	PERCENT: 0 8 39 50 2			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE:	394		
	NUMBER OF STUDENTS WRITING OFF TOPIC:	82		
	STUDENTS TESTED: 8309 TOTAL WRITING:	2259	27	6050
	WRITING SCALED SCORE: 634			

GROUP CHARACTERISTICS BASED ON 20542 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	761	4
Students Exempt from All Tests : ARD	9916	48
Students Exempt from All Tests : LEP	41	0
Other Students Not Tested	155	1
Number of Students Tested	9669	47
ETHNIC COMPOSITION		
American Indian or Alaskan Native	45	0
Asian or Pacific Islander	112	1
Black	3790	18
Hispanic	6929	34
White	9666	47
FREE/REDUCED PRICE MEAL PROGRAM	8140	40
CHAPTER I PROGRAMS		
Chapter I Regular Program	761	4
Chapter I Migrant Remedial Mathematics Program	115	1
Chapter I Migrant Remedial Reading Program	128	1
Chapter I Migrant Remedial Writing Program	47	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	1368	7
Bilingual Program	71	0
English as a Second Language Program	660	3
SPECIAL EDUCATION PROGRAMS		
Learning Disability	15144	74
Emotionally Disturbed	2611	13
Speech Handicapped	966	5
Visually Handicapped	145	1
Other Handicapping Condition	2494	12
GIFTED/TALENTED PROGRAM	51	0
MODE OF ENTRY		
Alternative to Social Promotion	1491	7
Retained	1602	8
Promoted	17449	85
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	6470	31
Three Years or More	14072	69
AT-RISK STUDENTS	8914	43
EXTRACURRICULAR ACTIVITIES		
Athletic	4020	20
Nonathletic	4067	20

PASS/FAIL SUMMARY BASED ON 9669 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	2042	21
Failed One Test Only	2623	27
Failed Two Tests Only	2263	23
Failed All Three Tests	2741	28

FIGURE 18

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 09

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	167444	76	53031
	2.FRACTIONS (+,-)	181791	82	38684
	3.DECIMALS (x,÷)	201284	91	19191
	4.WORD PROBLEMS (+,-,x,÷)	193600	88	26875
	5.WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	156001	71	64474
	6.PERSONAL FINANCE PROBLEMS	165456	75	55019
	7.WORD PROBLEMS (MEASUREMENT UNITS)	167853	76	52622
	8.AREA OF RECTANGLES, TRIANGLES	149052	68	71423
	9.PROBABILITY	159740	72	60735
	10.CHARTS, GRAPHS	151018	68	69457
	11.FORMULAS	173911	79	46564
	STUDENTS TESTED: 220475 TOTAL MATHEMATICS:	192344	87	28131
	MATHEMATICS SCALED SCORE: 805			
READING	1.MAIN IDEA	170000	77	49959
	2.MEANING OF WORDS	201305	92	18654
	3.SPECIFIC DETAILS	177325	81	42634
	4.SEQUENCING OF EVENTS	162228	74	57731
	5.DRAWING CONCLUSIONS	177780	81	42179
	6.FACT, OPINION	139651	63	80308
	7.CAUSE-AND-EFFECT	159841	73	60118
	8.GENERALIZATIONS	198145	90	21814
	9.AUTHOR'S POINT OF VIEW	163046	74	56913
	10.REFERENCE SOURCES	201544	92	18415
	11.GRAPHIC SOURCES	210374	96	9585
	STUDENTS TESTED: 219959 TOTAL READING:	184184	84	35775
	READING SCALED SCORE: 799			
WRITING	1.CAPITALIZATION	196978	92	18011
	2.PUNCTUATION	185836	86	29153
	3.SPELLING	204645	95	10344
	4.CORRECT ENGLISH USAGE	194361	90	20628
	5.SENTENCE STRUCTURE	208361	97	6628
	6.PROOFREADING	184681	86	30308
	PERSUASIVE WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 8192 / 64243 / 99405 / 41580 / 1569			
	PERCENT: 4 / 30 / 46 / 19 / 1			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 3779			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 487			
	STUDENTS TESTED: 214989 TOTAL WRITING:	154016	72	60973
	WRITING SCALED SCORE: 752			

GROUP CHARACTERISTICS BASED ON 237213 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	7743	3
Students Exempt from All Tests : ARD	1316	1
Students Exempt from All Tests : LEP	3482	1
Other Students Not Tested	536	0
Number of Students Tested	224136	94
ETHNIC COMPOSITION		
American Indian or Alaskan Native	653	0
Asian or Pacific Islander	5257	2
Black	32544	14
Hispanic	81285	34
White	117474	50
FREE/REDUCED PRICE MEAL PROGRAM	60499	26
CHAPTER I PROGRAMS		
Chapter I Regular Program	8116	3
Chapter I Migrant Remedial Mathematics Program	981	0
Chapter I Migrant Remedial Reading Program	1298	1
Chapter I Migrant Remedial Writing Program	569	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	15021	6
Bilingual Program	969	0
English as a Second Language Program	10421	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	14101	6
MODE OF ENTRY		
Alternative to Social Promotion	7907	3
Retained	15253	6
Promoted	214053	90
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	66042	28
Three Years or More	171171	72
AT-RISK STUDENTS	58343	25
EXTRACURRICULAR ACTIVITIES		
Athletic	87894	37
Nonathletic	92237	39

PASS/FAIL SUMMARY BASED ON 224136 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	143616	64
Failed One Test Only	47856	21
Failed Two Tests Only	20969	9
Failed All Three Tests	11695	5

FIGURE 19

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION

SUMMARY REPORT

REPORT DATE: APRIL 1990

STATEWIDE

DATE OF TESTING: FEBRUARY 1990

TOTAL STUDENTS TESTED: 223298

GRADE: 09

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. THE NUMBER OF PAPERS WITH DEFICIENCIES IN EACH CATEGORY IS PROVIDED BELOW. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 1	RATING OF 0
Used wrong purpose/mode	3847	326
Lacked organization/structure	4761	289
Lacked support and/or elaboration	45061	437
Lacked language control	1763	272
Wrote off topic		569
No writing attempted		968
Wrote in a foreign language		47
Paper was illegible/incoherent		4
Did not write enough to score		50
Copied the prompt		85
Explicitly refused to write		51

WRITTEN COMPOSITION RATING SUMMARY

RATING:	4	3	2	1	0
NUMBER:	8220	64932	102648	45724	1774
PERCENT:	4	29	46	20	1

FIGURE 20

Student Demographic Report

Grade 9
February 1990

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE YEAR GAINS

JUNE 27, 1990

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
ALL STUDENTS TESTED	233,805	62	801	795	748	3	-6	-4	88,147
SEX									
MALE	119,661	59	799	795	735	1	-5	3	49,492
FEMALE	114,144	66	803	796	761	6	-6	-11	38,655
ETHNIC GROUP									
AMERICAN INDIAN	662	61	797	801	745	9	11	11	255
ASIAN OR PACIFIC ISLANDER	4,820	75	867	820	786	0	-2	2	1,222
BLACK	31,564	50	763	755	723	13	1	1	15,895
HISPANIC	76,845	51	771	760	718	5	-5	-1	38,114
WHITE	119,914	73	827	828	772	-1	-7	-7	32,661
FREE/REDUCED-PRICE MEAL PROGRAM									
PARTICIPANTS	58,348	47	766	750	710	7	-4	0	31,106
NON-PARTICIPANTS	175,457	67	812	811	760	1	-6	-5	57,041
CHAPTER 1 REGULAR PROGRAM									
PARTICIPANTS	7,734	33	739	714	683	15	-3	4	5,192
NON-PARTICIPANTS	226,071	63	803	798	750	3	-6	-4	82,955
CHAPTER 1 MIGRANT PROGRAMS									
REMEDIAL MATHEMATICS	887	31	741	703	672	9	-14	-1	613
REMEDIAL READING	1,222	28	732	699	669	11	2	4	883
REMEDIAL WRITING	550	25	725	693	662	-6	-9	-3	411
ELIGIBLE NON-PARTICIPANTS	3,813	41	762	731	699	13	-12	-4	2,231
NOT ELIGIBLE	228,115	63	802	797	749	3	-6	-4	84,585

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE-YEAR GAINS

JUNE 27, 1990

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
LIMITED ENGLISH PROFICIENCY									
LEP STUDENTS	11,698	20	723	679	640	12	2	6	9,345
NON-LEP STUDENTS	222,107	65	805	802	753	3	-6	-5	78,802
BILINGUAL/ESL PROGRAMS									
BILINGUAL	666	15	712	670	620	6	3	28	563
ESL (ENGLISH AS A SECOND LANG)	7,471	16	720	672	625	13	3	1	6,246
NEITHER BILINGUAL NOR ESL	225,668	64	804	800	752	3	-6	-5	81,338
SPECIAL EDUCATION PROGRAMS									
LEARNING DISABILITY	7,126	17	681	683	620	0	-8	-2	5,919
EMOTIONALLY DISTURBED	1,440	26	716	732	657	-3	-7	4	1,062
SPEECH HANDICAPPED	491	36	733	720	673	-9	-17	-10	315
VISUALLY HANDICAPPED	96	40	763	754	681	11	-9	-17	58
OTHER HANDICAPPING CONDITION	758	36	729	737	683	8	9	15	482
NON-SPECIAL EDUCATION	224,136	64	805	799	752	4	-5	-3	80,520
GIFTED AND TALENTED PROGRAM									
PARTICIPANTS	14,065	94	903	904	845	-6	-7	-14	860
NON-PARTICIPANTS	219,740	67	794	788	741	2	-8	-5	87,287
CONTINUOUS ENROLLMENT IN DISTRICT									
ONE YEAR	43,537	55	785	781	728	3	-6	-5	19,512
TWO YEARS	17,289	60	799	791	740	2	-6	-3	6,920
THREE YEARS	14,441	64	808	801	751	2	-6	-5	5,163
FOUR YEARS	14,679	63	804	796	748	0	-10	-8	5,471
MORE THAN FOUR YEARS	143,859	64	804	800	754	3	-5	-3	51,081

BEST COPY AVAILABLE

TEXAS EDUCATION AGENCY — JUNE 27, 1990

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE-YEAR GAINS

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
MODE OF ENTRY									
ALTERNATIVE TO SOCIAL PROMOTION	7,274	31	729	727	673	22	11	17	5,010
RETAINED	13,077	38	748	740	679	8	-4	-2	8,094
PROMOTED	213,454	65	806	801	754	3	-5	-4	75,043
AT-RISK									
AT-RISK STUDENTS	57,191	36	741	731	689	6	-4	2	36,542
NON AT-RISK STUDENTS	176,614	71	820	816	766	-2	-11	-10	51,605
EXTRACURRICULAR ACTIVITIES									
ATHLETIC	90,357	70	819	814	767	EXTRACURRICULAR			26,758
NONATHLETIC	94,475	72	823	820	772	INFORMATION WAS			26,921
PARTICIPANTS:ATHLETIC & NONATHLETIC	36,827	76	835	832	783	NOT COLLECTED IN			8,821
NONPARTICIPANTS	85,800	50	771	764	714	FEBRUARY 1989			43,289

District Demographic Report

Grade 9
February 1990

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
ADA GROUPINGS										
6	OVER 50,000	38,157	51	776	772	718	6	-2	-3	18,744
15	25,000 TO 49,999	42,112	66	812	804	756	2	-6	-3	14,409
44	10,000 TO 24,999	55,573	64	804	796	754	1	-8	-9	20,120
41	5,000 TO 9,999	22,019	61	796	790	745	4	-6	-6	8,684
92	3,000 TO 4,999	27,760	65	803	801	755	2	-6	-1	9,675
115	1,600 TO 2,999	18,958	65	802	802	755	4	-4	3	6,634
125	1,000 TO 1,599	11,706	66	805	804	755	-1	-7	1	4,012
206	500 TO 999	11,001	67	812	812	752	6	-3	-12	3,669
331	UNDER 500	6,459	67	821	814	750	5	-6	-6	2,148
DISTRICT TYPE										
8	MAJOR URBAN	44,887	53	778	775	724	5	-3	-4	21,147
61	MAJOR SUBURBAN	68,216	68	815	808	763	-1	-8	-7	21,736
23	OTHER CENTRAL CITY	30,229	60	800	790	744	4	-6	-5	11,948
74	OTHER CC SUBURBAN	21,336	59	792	789	741	3	-7	-6	8,695
65	INDEPENDENT TOWN	21,906	62	797	793	748	2	-6	-2	8,361
79	NON-METRO FAST GROWING	7,217	65	811	804	750	10	-5	-1	2,539
271	NON-METRO STABLE	30,407	66	804	802	757	3	-4	3	10,377
394	RURAL	9,547	66	816	812	748	2	-8	-8	3,292
WEALTH (MEDIAN=$157,104)										
99	UNDER $82,513	26,362	51	777	760	719	11	-4	4	13,039
102	$82,513 TO $99,523	14,950	62	794	790	748	3	-9	-6	5,631
102	$99,524 TO $115,679	10,046	61	800	794	741	9	-7	-7	3,953
100	$115,680 TO $133,839	20,753	57	785	785	734	-2	-7	-4	8,900
102	$133,840 TO $157,103	24,653	65	804	804	750	-4	-8	-3	8,745
102	$157,104 TO $181,840	28,102	64	803	801	750	0	-7	-6	10,206
99	$181,841 TO $220,234	30,913	65	807	804	757	2	-4	-6	10,702
100	$220,235 TO $287,975	39,313	62	805	799	745	4	-6	-5	14,913
90	$287,976 TO $443,845	32,110	68	813	806	766	4	-4	-7	10,242
73	OVER $443,845	5,925	73	823	817	774	1	-5	1	1,620
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144
WEALTH (ST AVG=$205,696)										
670	UNDER $205,696	142,519	61	796	791	743	2	-7	-4	55,960
299	OVER $205,696	90,608	65	807	802	755	3	-4	-4	31,991
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
WEALTH BY EQUAL RADA PER GROUP										
24	UNDER $51,611	13,119	46	771	747	708	15	0	8	7,088
65	$51,611 TO < $79,599	11,654	54	782	773	727	7	-7	0	5,353
74	$79,599 TO < $93,431	12,071	62	791	786	747	3	-10	-6	4,595
109	$93,431 TO < $111,174	12,059	62	799	793	745	8	-7	-4	4,616
79	$111,174 TO < $124,674	12,313	56	786	786	729	-4	-8	0	5,391
52	$124,674 TO < $133,840	10,895	59	786	786	742	1	-8	-10	4,480
62	$133,840 TO < $147,075	11,711	65	798	802	54	-6	-9	2	4,147
38	$147,075 TO < $156,339	11,180	64	812	804	745	0	-9	-6	4,041
31	$156,339 TO < $163,010	11,877	62	796	801	743	1	-6	-4	4,481
39	$163,010 TO < $174,981	12,114	64	805	798	754	0	-9	-9	4,315
55	$174,981 TO < $190,253	11,691	68	815	810	762	1	-5	-12	3,746
46	$190,253 TO < $206,247	12,484	69	818	813	764	1	-6	-7	3,925
26	$206,247 TO < $217,719	11,685	60	788	791	746	0	-1	2	4,677
44	$217,719 TO < $244,860	11,167	68	813	808	763	0	-9	-14	3,536
41	$244,860 TO < $268,755	8,178	73	824	817	776	-2	-10	-4	2,202
1	$268,755 TO < $269,138	12,887	45	776	770	697	10	-2	-1	7,036
30	$269,138 TO < $298,578	12,176	69	819	815	763	2	-6	-3	3,787
44	$298,578 TO < $367,048	11,749	63	806	804	754	-2	-7	-10	4,341
13	$367,048 TO < $388,497	11,231	69	810	795	773	12	3	-1	3,464
96	$388,497 AND OVER	10,886	75	829	822	781	1	-6	-5	2,730
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144
TOTAL TAX EFFORT (ST AVG=$0.9592)										
220	UNDER 0.8080	31,989	57	793	781	735	8	-4	3	13,680
245	0.8080 TO UNDER 0.9712	90,938	60	795	791	743	4	-5	-3	36,031
253	0.9712 TO UNDER 1.1289	63,561	65	804	802	756	-2	-7	-4	22,300
251	1.1289 AND OVER	46,639	66	811	805	755	2	-8	-9	15,940
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144
M&O EFF. TAX EFFORT (MEDIAN=$0.8123)										
233	UNDER 0.6767	44,533	57	789	781	735	5	-6	-2	19,003
245	0.6767 TO 0.8122	85,533	61	797	793	745	4	-4	0	33,364
248	0.8123 TO 0.9647	62,193	66	808	803	758	-1	-9	-10	21,296
243	OVER 0.9647	40,868	65	809	803	753	3	-6	-3	14,288
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144
M&O EFF. TAX EFFORT (ST AVG=$0.8140)										
482	UNDER 0.8140	130,445	60	795	789	741	5	-4	-2	52,455
487	OVER 0.8140	102,682	65	808	803	756	0	-8	-7	35,496
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
APR GROUPS: ENROLL¦WEALTH¦% LOW INC										
177	<1K ¦ < AVG. ¦ <40%	6,598	67	818	818	750	3	-5	-12	2,168
175	<1K ¦ < AVG. ¦ >=40	5,258	63	805	800	745	4	-8	-8	1,934
95	<1K ¦ > AVG. ¦ <40%	2,710	71	829	826	765	7	-4	-1	776
73	<1K ¦ > AVG. ¦ >=40	1,550	67	809	805	750	5	-1	-13	517
90	1K TO < 3K ¦ < AVG. ¦ <40%	10,832	65	806	811	750	3	-3	-3	3,802
85	1K TO < 3K ¦ < AVG. ¦ >=40	10,337	60	793	785	745	6	-8	0	4,088
41	1K TO < 3K ¦ > AVG. ¦ <40%	5,218	74	820	819	777	-7	-8	-7	1,364
25	1K TO < 3K ¦ > AVG. ¦ >=40	2,712	69	804	799	774	5	-2	26	842
64	3K TO < 10K ¦ < AVG. ¦ <40%	21,357	65	802	804	751	-2	-9	-6	7,571
37	3K TO < 10K ¦ < AVG. ¦ >=40	14,670	55	783	770	734	8	-3	1	6,644
35	3K TO < 10K ¦ > AVG. ¦ <40%	12,622	71	816	814	768	2	-8	-1	3,663
4	3K TO < 10K ¦ > AVG. ¦ >=40	1,370	62	789	784	758	-4	-6	-2	515
22	>10K ¦ < AVG. ¦ <40%	36,951	67	813	806	759	-2	-8	-5	12,149
20	>10K ¦ < AVG. ¦ >=40	36,516	52	774	767	721	4	-6	-3	17,604
19	>10K ¦ > AVG. ¦ <40%	32,095	72	825	818	778	-3	-8	-7	8,900
7	>10K ¦ > AVG. ¦ >=40	32,331	52	783	776	721	10	-1	-6	15,414
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144
SPTB HIGHEST CATEGORY										
315	RESIDENTIAL	139,375	63	803	799	749	1	-6	-5	51,793
295	LAND	10,850	63	807	805	744	3	-7	-11	4,033
166	OIL AND GAS	12,598	64	801	792	754	6	-4	-1	4,527
193	BUSINESS	70,304	61	795	788	745	6	-4	-1	27,598
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)										
290	NO SMALL/SPARSE ADJUSTMENT	201,547	62	799	793	747	3	-6	-4	77,225
192	UNDER 22.0%	17,457	66	805	805	755	1	-5	-1	5,934
185	22.0% TO UNDER 31.4%	8,099	67	817	812	751	6	-5	-11	2,702
178	31.4% TO UNDER 36.8%	3,741	66	821	813	749	8	-8	-8	1,276
130	36.8% AND OVER	2,901	67	815	815	750	-5	-6	-9	958
PDI LEVEL (MEDIAN=1.07)										
233	UNDER 1.05	6,524	68	819	816	753	-1	-11	-9	2,104
111	1.05 TO UNDER 1.06	5,762	69	815	817	760	8	0	-3	1,778
226	1.06 TO UNDER 1.08	18,187	67	811	812	758	3	-3	-2	6,015
234	1.08 TO 1.11	40,670	67	807	805	759	1	-8	-3	13,497
171	1.11 AND OVER	162,602	60	797	790	743	4	-5	-4	64,701

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
OPERATING COST/RADA (ST AVG= $3,814)										
206	UNDER $3,467	60,037	64	803	799	750	0	-8	-3	21,779
206	$3,467 TO $3,801	77,801	62	799	794	745	3	-6	-4	29,953
204	$3,802 TO $4,210	54,937	59	793	787	738	5	-5	-4	22,794
191	$4,211 TO $4,911	32,990	66	810	801	761	6	-3	-6	11,176
168	OVER $4,911	7,980	70	819	813	764	1	-7	-3	2,393
ESC REGION										
35	I EDINBURG	19,030	48	776	757	713	16	-1	3	9,849
34	II CORPUS CHRISTI	7,378	62	792	792	751	5	-8	0	2,792
33	III VICTORIA	3,943	67	804	801	761	2	-3	-4	1,320
52	IV HOUSTON	49,990	60	803	794	738	5	-6	-6	19,911
29	V BEAUMONT	5,621	64	799	799	754	-1	-7	-12	2,018
54	VI HUNTSVILLE	7,270	61	799	797	746	-6	-14	-6	2,802
95	VII KILGORE	10,294	68	805	806	765	12	0	1	3,302
40	VIII MT PLEASANT	3,555	65	804	805	752	2	-8	3	1,253
38	IX WICHITA FALLS	2,549	70	819	816	761	2	-6	-11	755
75	X RICHARDSON	29,428	70	814	806	771	3	-3	-4	8,749
70	XI FORT WORTH	20,305	65	808	807	758	-1	-7	-2	7,082
71	XII WACO	7,259	68	808	811	761	2	-3	0	2,322
53	XIII AUSTIN	13,239	65	809	812	758	0	-6	-8	4,610
44	XIV ABILENE	3,230	65	804	811	750	-3	-5	-17	1,118
40	XV SAN ANGELO	3,459	66	810	798	761	0	-4	2	1,192
60	XVI AMARILLO	5,246	62	809	804	740	0	-7	-3	1,989
61	XVII LUBBOCK	5,484	64	807	795	752	4	-7	3	1,956
31	XVIII MIDLAND	5,306	65	809	796	758	-8	-11	-12	1,845
12	XIX EL PASO	10,407	56	777	772	733	-3	-9	5	4,540
48	XX SAN ANTONIO	20,752	58	787	788	736	0	-7	-10	8,692
TEAMS: PCT PASSING ALL TESTS TAKEN										
60	UNDER 60%	9,636	43	758	744	706	7	-7	0	5,456
351	60% TO UNDER 75%	114,869	55	785	780	729	5	-5	-4	51,470
518	75% TO UNDER 90%	104,540	71	819	815	769	0	-6	-5	30,595
46	90% AND OVER	4,700	88	856	850	819	0	-3	10	574
DENSITY (ST AVG=11.34 RADA/SQ MI)										
497	LESS THAN 5	22,355	64	805	804	749	0	-7	-4	7,939
268	5 TO UNDER 20	35,602	62	800	797	748	5	-5	-1	13,370
113	20 TO UNDER 100	40,248	65	802	797	756	1	-9	-3	14,280
91	100 AND OVER	134,922	61	800	793	745	4	-5	-5	52,362
6	SPECIAL DISTRICTS	618	77	852	848	778	21	6	3	144

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
421	DECLINING RADA	61,148	61	792	788	747	4	-5	-4	23,880
300	0% TO UNDER 3%	108,434	61	800	795	743	1	-7	-5	42,454
156	3% TO UNDER 6%	47,495	66	811	803	758	5	-5	3	16,125
62	6% TO UNDER 10%	13,273	65	807	801	756	-1	-9	-10	4,623
36	10% AND OVER	3,395	70	820	810	763	10	-4	-7	1,013
PCT BLACK PUPILS (ST AVG=14.50%)										
561	UNDER 5%	87,326	61	798	792	744	3	-6	-1	33,836
132	5% TO UNDER 10%	45,326	68	812	809	762	-1	-8	-8	14,563
141	10% TO UNDER 20%	44,091	64	806	802	752	-1	-9	-11	16,004
72	20% TO UNDER 30%	14,009	66	810	806	758	5	1	7	4,754
58	30% TO UNDER 50%	39,202	56	785	778	732	9	-2	-2	17,301
11	50% AND OVER	3,791	57	788	772	736	14	-5	-10	1,637
PCT HISPANIC PUPILS (ST AVG=33.10%)										
283	UNDER 5%	28,201	69	815	815	764	0	-6	-3	8,610
157	5% TO UNDER 10%	38,128	69	819	815	765	0	-7	-6	11,680
159	10% TO UNDER 20%	33,640	68	814	810	763	0	-7	-6	10,673
97	20% TO UNDER 30%	31,538	62	799	797	747	0	-5	-7	11,904
119	30% TO UNDER 50%	51,363	59	797	789	739	6	-4	-4	20,985
160	50% AND OVER	50,875	52	775	766	724	5	-6	0	24,243
PCT MINORITY PUPILS (ST AVG=49.70%)										
93	UNDER 5%	5,559	67	818	819	755	0	-7	-2	1,825
115	5% TO UNDER 10%	10,679	69	813	818	759	-1	-7	-4	3,298
188	10% TO UNDER 20%	27,433	72	820	820	770	-3	-8	-5	7,790
136	20% TO UNDER 30%	31,482	70	821	816	766	-3	-10	-11	9,498
220	30% TO UNDER 50%	49,116	67	808	803	761	0	-7	-3	16,403
225	50% AND OVER	109,476	55	784	776	730	7	-4	-2	49,281
PERCENT LOW INCOME (ST AVG=39.75%)										
136	UNDER 20%	53,328	73	826	822	774	-3	-8	-7	14,532
197	20% TO UNDER 30%	29,922	67	811	810	755	-1	-8	-6	10,006
214	30% TO UNDER 40%	45,370	65	805	801	755	2	-6	-3	15,912
274	40% TO UNDER 60%	64,004	58	791	786	737	6	-4	-5	26,989
111	60% TO UNDER 80%	24,196	52	776	766	721	4	-7	0	11,687
43	80% AND OVER	16,925	47	766	750	711	14	-1	4	8,969

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 9 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
223	UNDER 9.7 YEARS	36,496	61	802	791	745	7	-5	-2	14,125
243	9.7 TO UNDER 11.1 YEARS	56,347	63	803	798	749	2	-8	-8	20,741
253	11.1 TO UNDER 12.3 YEARS	90,378	62	802	798	745	1	-6	-3	34,647
256	12.3 YEARS AND OVER	50,524	63	796	791	753	5	-3	-4	18,582
AVG. TEACHER SALARY (ST AVG=$25,845)										
220	UNDER $23,176	9,596	63	805	803	743	4	-7	-6	3,558
254	$23,176 TO UNDER $24,237	26,522	65	805	804	753	2	-8	-3	9,274
254	$24,237 TO UNDER $25,425	55,251	63	798	795	751	1	-7	-6	20,434
247	$25,425 AND OVER	142,376	61	801	793	746	4	-5	-3	54,829
PCT MINORITY TCHRS (ST AVG=22.30%)										
539	UNDER 5%	65,720	72	823	820	770	-2	-9	-8	18,644
180	5% TO UNDER 10%	35,416	66	806	803	756	0	-6	-4	12,194
121	10% TO UNDER 20%	36,517	65	809	802	755	1	-8	-2	12,695
41	20% TO UNDER 30%	20,779	59	795	795	737	3	-4	-9	8,473
44	30% TO UNDER 50%	36,761	58	783	777	740	5	-3	-1	15,463
50	50% AND OVER	38,552	46	770	758	707	11	-4	-1	20,626
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
228	UNDER 19.0%	21,626	56	790	777	729	10	-3	0	9,600
253	19.0% TO UNDER 26.7%	48,069	60	792	788	742	0	-8	-3	19,197
253	26.7% TO UNDER 34.9%	75,955	65	809	802	754	1	-7	-7	26,638
241	34.9% AND OVER	88,095	63	801	799	750	4	-4	-3	32,660
975	STATE TOTAL	233,745	62	801	796	748	3	-5	-4	88,095

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

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Section V

Grade 7 Results

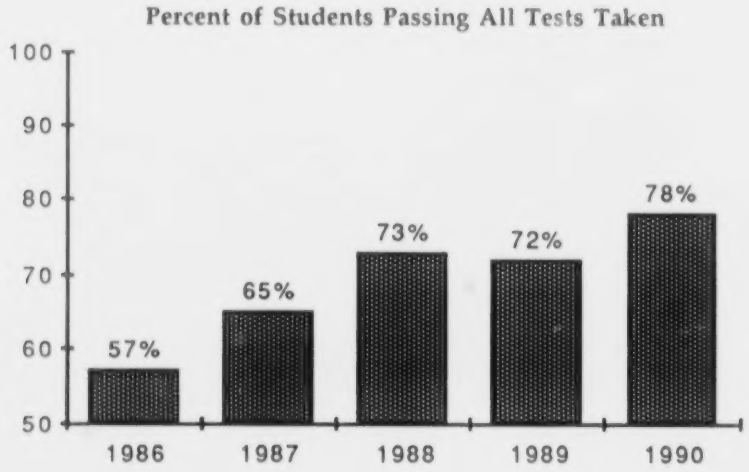
Five Year Summary

In February 1990, seventy-eight percent of the students passed all tests taken, a twenty-one percentage point improvement since the initial Grade 7 administration in February 1986.

Summary of Grade 7 Student Performance

Year	Total Tested	Mastered All Tests Taken	Failed 1 or 2 Tests	Failed All 3 Tests
1986	233,920	134,230 (57%)	76,728 (33%)	22,962 (10%)
1987	225,263	146,176 (65%)	64,580 (28%)	14,507 (6%)
1988	223,366	162,853 (73%)	51,817 (23%)	8,696 (4%)
1989	221,774	159,856 (72%)	53,016 (24%)	8,902 (4%)
1990	231,732	179,868 (78%)	44,253 (19%)	7,611 (3%)

The following graph illustrates the gains in the percent of Grade 7 students passing all tests taken during the five years of the TEAMS program.



Since February 1986, the percent of students mastering the mathematics test has improved from an eighty-one percent rate to a ninety-one percent mastery rate, while the mathematics scaled score has improved forty-eight points since 1986.

In reading, the mastery rate has gained eleven percentage points, and the reading scaled score has gained thirty points since February 1986. The percent of students mastering the overall writing test (85%), which combines the multiple-choice items on language mechanics with a written composition, has improved nineteen percentage points since February 1986. The chart below summarizes subject area performance for Grade 7 students during the five years of the TEAMS program.

	1986	1987	1988	1989	1990
Mathematics	81%	85%	91%	91%	91%
Reading	78%	84%	87%	86%	89%
Writing	66%	73%	80%	79%	85%

February 1990 Summary

The percent of Grade 7 students passing all tests taken in February 1990 (78%) improved six percentage points since February 1989. By subject area, student performance showed no gain in mathematics, but improved three percentage points in reading and six percentage points in writing since February 1989. The following chart shows statewide student performance for seventh graders in the subject areas of mathematics, reading, and writing.

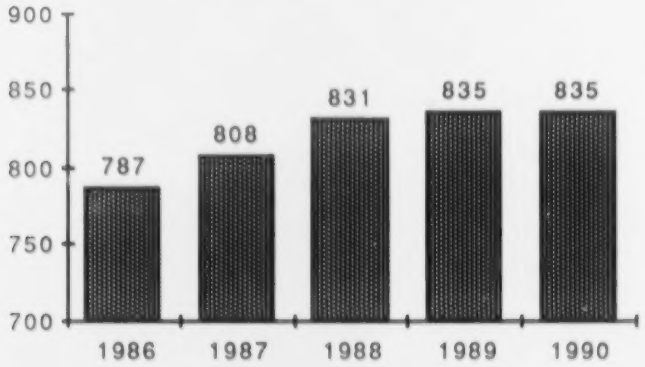
Student Performance by Subject Area
February 1990

	Total Tested	Mastered the Test	Scaled Score
Mathematics	229,388	208,121 (91%)	835
Reading	228,545	202,690 (89%)	802
Writing	223,377	190,198 (85%)	789

The February 1990 mathematics test form consisted of the identical items assessed on the February 1987 test, allowing comparisons of performance between the two administrations. Since February 1987, Grade 7 student performance in mathematics has improved in each of the eleven objectives tested. Most of the objectives improved at least five percentage points, while the objective, probability, showed the greatest gain in mastery (10 percentage points). Statewide, the mastery rate in mathematics has improved six percentage points since 1987.

The Grade 7 mastery rate in mathematics (91%), as well as the mathematics scaled score (835), has remained constant since the February 1988 administration. The following graph illustrates the Grade 7 scaled score performance in mathematics since the February 1986 administration.

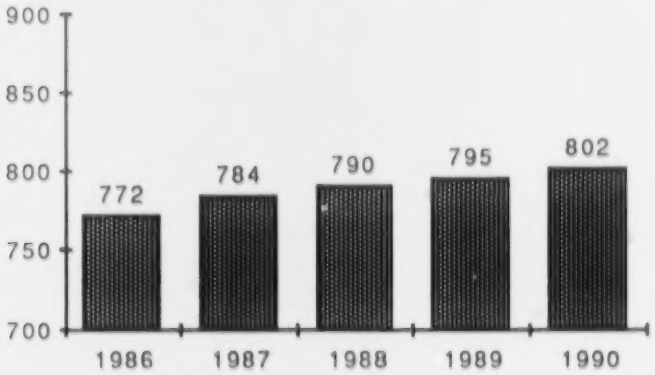
Grade 7 Mathematics Scaled Score



The February 1990 reading test consisted of the same test items assessed during the February 1987 administration. A comparison of results show that student performance improved in each of the ten reading objectives. The reading objectives, identify main idea and sequencing of events, posted the greatest gain in objective-level mastery (7 percentage points). The overall reading mastery rate was eighty-four percent of the students tested in February 1987, compared to eighty-nine percent of the students tested in February 1990.

In February 1990, the mastery rate in reading gained three percentage points from February 1989. Since February 1986, the statewide reading scaled score has improved approximately six points each TEAMS administration.

Grade 7 Reading Scaled Score



The Grade 7 writing test provides a dramatic example of the gains in student performance across the five years of the TEAMS program. First, the Grade 7 writing multiple-choice items tested in February 1990 were the same test items administered in February 1987. Secondly, the classificatory written composition prompt administered in February 1990 was the identical writing prompt used on the February 1986 test. In addition, the scoring rubric and

training papers used in the scoring process were the same for the February 1986 and February 1990 administrations.

A comparison of student performance provides encouraging signs of improved writing skills for seventh graders. Compared with February 1987 results, objective-level mastery rates improved a minimum of four percentage points on five of the six writing objectives. The writing objective measuring punctuation skills showed the greatest improvement (5 percentage points) since 1987.

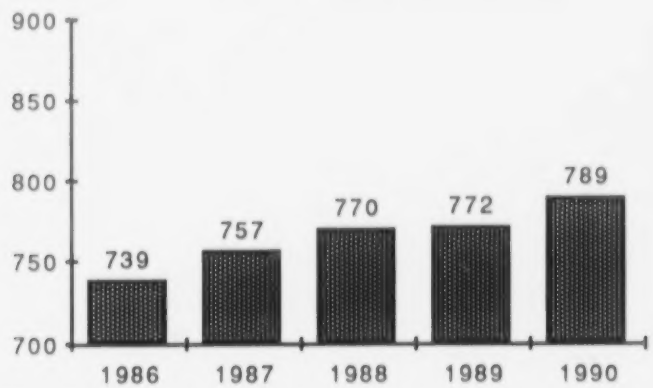
On the classificatory written composition, the percent of students writing a successful composition (scoring a "2" or higher) increased from seventy-seven percent in February 1986 to ninety-two percent of the students in February 1990. In 1986, twenty-three percent of the Grade 7 students did not meet the minimum passing criteria on the composition, compared to eight percent of the students in 1990. Furthermore, the percent of students receiving a rating of "3" or "4" increased from fourteen percent in 1986 to forty-seven percent in 1990. The following table illustrates the percent of Grade 7 students achieving each written composition rating for the February 1986 and February 1990 administrations.

Distribution of Written Composition Ratings
1986-1990

	0	1	2	3	4
February 1986	1%	22%	63%	13%	1%
February 1990	0%	8%	45%	38%	9%

Compared with the February 1989 administration, the Grade 7 writing mastery rate jumped six percentage points and the scaled score in writing gained seventeen points. The graph below illustrates the statewide improvement in the subject area of writing across the five years of the TEAMS program.

Grade 7 Writing Scaled Score



Performance results aggregated by ethnic groupings show that Hispanic and black students posted eight and seven percentage points gains, respectively, in percent passing all tests taken, compared with February 1989 results. In addition, each ethnic group achieved significant scaled score gains in the writing subject area: black students (16 points), Hispanic students (21 points) and white students (15 points). Statewide average scaled scores aggregated by ethnicity are shown in the following chart.

Scaled Scores by Ethnic Group

	1986	1987	1988	1989	1990
Black					
Mathematics	741	761	788	793	797
Reading	736	746	754	760	768
Writing	710	726	742	749	765
Hispanic					
Mathematics	753	781	804	809	811
Reading	731	753	760	763	771
Writing	715	734	747	747	768
White					
Mathematics	817	835	855	859	858
Reading	805	811	815	822	828
Writing	760	777	790	792	807

Students participating in a free reduced price meal program gained seven percentage points in mastery since February 1989. Participants in a Chapter 1 Regular program improved eleven percentage points since 1989, thus narrowing the disparity in performance with nonparticipants by six percentage points since February 1989. Student performance results shown below are aggregated by participation in a free or reduced price meal program and/or the Chapter 1 Regular program.

Scaled Scores by Program

Free or Reduced Price Meal Program (low income)

	1986	1987	1988	1989	1990
Participants					
Mathematics	744	771	797	802	803
Reading	725	746	754	757	765
Writing	706	724	739	741	760
Nonparticipants					
Mathematics	805	826	847	851	851
Reading	791	802	806	813	820
Writing	753	772	785	788	803

Chapter 1 Regular Program (educationally disadvantaged)

	1986	1987	1988	1989	1990
Participants					
Mathematics	711	736	761	768	773
Reading	693	713	724	724	735
Writing	678	694	709	710	739
Nonparticipants					
Mathematics	792	813	835	840	840
Reading	776	788	794	800	807
Writing	743	761	774	777	793

Since February 1989, students identified as limited English proficient also gained in percent passing all tests taken (nine percentage points), including a twenty-two point scaled score gain in writing. Students identified as at-risk gained seven percentage points in mastery, while non at-risk students posted a five percentage point gain in mastery.

Regional performance results, shown in the district demographic report, indicate that each region in the state made significant scaled score gains in writing, compared with the February 1989 results. Region I (Edinburg) achieved the largest scaled score gain in writing (27 points), and Region XIV (Abilene) posted the largest reading scaled score gain (15 points). In mathematics, Region II (Corpus Christi) and Region VIII (Mount Pleasant) gained nine and ten scaled score points, respectively, since February 1989.

Texas Education Code, Section 21.557, mandates remedial instruction for those students failing any section of the TEAMS test. The Grade 7 TEAMS test identified 51,864 students (22 percent of those tested) as deficient in minimal skills in the subject areas of mathematics, reading, or writing. However, the number of Grade 7 student needing remediation in one or more subject areas has declined by more than 47,000 students, compared with February 1986 results.

Grade 7 Students Requiring Remediation
February 1990

Failed One Test Only	31,038	13%
Failed Two Tests Only	13,215	6%
Failed All Three Tests	7,611	3%
Total	51,864	22%

Figure 21 displays the statewide summary report for all students tested in February 1990. Figures 22 and 23 display the statewide special education and nonspecial education summary reports for February 1990.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90 ALL STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 07

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	209229	91	20159
	2.FRACTIONS (+,-)	185123	81	44265
	3.DECIMALS (+,-,x)	168982	74	60406
	4.WORD PROBLEMS (+,-,x,÷)	174678	76	54710
	5.DECIMAL WORD PROBLEMS (+,-,x)	178410	78	50978
	6.MEASUREMENT UNITS	183239	80	46149
	7.GEOMETRIC TERMS AND FIGURES	185514	81	43874
	8.PERIMETER OF POLYGONS	214807	94	14581
	9.CHARTS, GRAPHS	206366	90	23022
	10.PROBABILITY	194387	85	35001
	11.EQUATIONS	191767	84	37621
	STUDENTS TESTED: 229388 TOTAL MATHEMATICS:	208121	91	21267
	MATHEMATICS SCALED SCORE: 835			
READING	1.MAIN IDEA	149398	65	79147
	2.CONTEXT CLUES	221331	97	7214
	3.SPECIFIC DETAILS	186377	82	42168
	4.SEQUENCING OF EVENTS	143057	63	85488
	5.DRAWING CONCLUSIONS	142987	63	85558
	6.FACT, OPINION	133556	58	94989
	7.CAUSE-AND-EFFECT	175146	77	53399
	8.REFERENCE SOURCES	222007	97	6538
	9.GRAPHIC SOURCES	220439	96	8106
	10.PARTS OF A BOOK	212361	93	16184
	STUDENTS TESTED: 228545 TOTAL READING:	202690	89	25855
	READING SCALED SCORE: 802			
WRITING	1.CAPITALIZATION	205413	92	17964
	2.PUNCTUATION	182271	82	41106
	3.SPELLING	176579	79	46798
	4.CORRECT ENGLISH USAGE	175314	78	48063
	5.SENTENCE STRUCTURE	164635	74	58742
	6.PROOFREADING	207952	93	15425
	CLASSIFICATORY WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 19919 / 84494 / 101021 / 17075 / 868			
	PERCENT: 9 / 38 / 45 / 8 / 0			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 613			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 210			
	STUDENTS TESTED: 223377 TOTAL WRITING:	190198	85	33179
	WRITING SCALED SCORE: 789			

GROUP CHARACTERISTICS BASED ON 249980 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	1767	1
Students Exempt from All Tests : ARD	12075	5
Students Exempt from All Tests : LEP	3781	2
Other Students Not Tested	625	0
Number of Students Tested	231732	93
ETHNIC COMPOSITION		
American Indian or Alaskan Native	659	0
Asian or Pacific Islander	4648	2
Black	35121	14
Hispanic	83249	33
White	126303	51
FREE/REDUCED PRICE MEAL PROGRAM	87758	35
CHAPTER I PROGRAMS		
Chapter I Regular Program	18164	7
Chapter I Migrant Remedial Mathematics Program	1838	1
Chapter I Migrant Remedial Reading Program	3235	1
Chapter I Migrant Remedial Writing Program	1222	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	15350	6
Bilingual Program	1357	1
English as a Second Language Program	11446	5
SPECIAL EDUCATION PROGRAMS		
Learning Disability	17517	7
Emotionally Disturbed	2401	1
Speech Handicapped	2049	1
Visually Handicapped	131	0
Other Handicapping Condition	2227	1
GIFTED/TALENTED PROGRAM	20566	8
MODE OF ENTRY		
Alternative to Social Promotion	7296	3
Retained	6799	3
Promoted	235885	94
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	68495	27
Three Years or More	181485	73
AT-RISK STUDENTS	50654	20

PASS/FAIL SUMMARY BASED ON 231732 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	179868	78
Failed One Test Only	31038	13
Failed Two Tests Only	13215	6
Failed All Three Tests	7611	3

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FIGURE 21

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

GRADE: 07

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	7875	73	2954
	2.FRACTIONS (+,-)	5203	48	5626
	3.DECIMALS (+,-,×)	4480	41	6349
	4.WORD PROBLEMS (+,-,×,÷)	4562	42	6267
	5.DECIMAL WORD PROBLEMS (+,-,×)	4616	43	6213
	6.MEASUREMENT UNITS	6307	58	4522
	7.GEOMETRIC TERMS AND FIGURES	5872	54	4957
	8.PERIMETER OF POLYGONS	7914	73	2915
	9.CHARTS, GRAPHS	7026	65	3803
	10.PROBABILITY	6176	57	4653
	11.EQUATIONS	6187	57	4642
	STUDENTS TESTED: 10829 TOTAL MATHEMATICS:	6209	57	4620
	MATHEMATICS SCALED SCORE: 724			
READING	1.MAIN IDEA	3955	39	6254
	2.CONTEXT CLUES	8796	86	1413
	3.SPECIFIC DETAILS	5708	56	4501
	4.SEQUENCING OF EVENTS	3440	34	6769
	5.DRAWING CONCLUSIONS	3751	37	6458
	6.FACT, OPINION	3347	33	6862
	7.CAUSE-AND-EFFECT	5371	53	4838
	8.REFERENCE SOURCES	8753	86	1456
	9.GRAPHIC SOURCES	8821	86	1388
	10.PARTS OF A BOOK	7643	75	2566
	STUDENTS TESTED: 10209 TOTAL READING:	6107	60	4102
	READING SCALED SCORE: 715			
WRITING	1.CAPITALIZATION	7214	75	2415
	2.PUNCTUATION	4864	51	4765
	3.SPELLING	4516	47	5113
	4.CORRECT ENGLISH USAGE	4816	50	4813
	5.SENTENCE STRUCTURE	4168	43	5461
	6.PROOFREADING	6764	70	2865
	CLASSIFICATORY WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 188 / 1628 / 5046 / 2667 / 100			
	PERCENT: 2 / 17 / 52 / 28 / 1			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 96			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 22			
	STUDENTS TESTED: 9629 TOTAL WRITING:	4538	47	5091
	WRITING SCALED SCORE: 694			

GROUP CHARACTERISTICS

BASED ON 23010 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from All Tests	180	1
Students Exempt from All Tests : ARD	10904	47
Students Exempt from All Tests : LEP	38	0
Other Students Not Tested	199	1
Number of Students Tested	11689	51
ETHNIC COMPOSITION		
American Indian or Alaskan Native	79	0
Asian or Pacific Islander	147	1
Black	4135	18
Hispanic	7653	33
White	10996	48
FREE/REDUCED PRICE MEAL PROGRAM	11161	49
CHAPTER I PROGRAMS		
Chapter I Regular Program	2156	9
Chapter I Migrant Remedial Mathematics Program	193	1
Chapter I Migrant Remedial Reading Program	301	1
Chapter I Migrant Remedial Writing Program	87	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	1517	7
Bilingual Program	126	1
English as a Second Language Program	974	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	17517	76
Emotionally Disturbed	2401	10
Speech Handicapped	2049	9
Visually Handicapped	131	1
Other Handicapping Condition	2227	10
GIFTED/TALENTED PROGRAM	131	1
MODE OF ENTRY		
Alternative to Social Promotion	1808	8
Retained	717	3
Promoted	20485	89
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	6834	30
Three Years or More	16176	70
AT-RISK STUDENTS	8717	38

PASS/FAIL SUMMARY

BASED ON 11689 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	4345	37
Failed One Test Only	3076	26
Failed Two Tests Only	2067	18
Failed All Three Tests	2201	19

FIGURE 22

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 07

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	201354	92	17205
	2.FRACTIONS (+,-)	179920	82	38639
	3.DECIMALS (+,-,×)	164502	75	54057
	4.WORD PROBLEMS (+,-,×,÷)	170116	78	48443
	5.DECIMAL WORD PROBLEMS (+,-,×)	173794	80	44765
	6.MEASUREMENT UNITS	176932	81	41627
	7.GEOMETRIC TERMS AND FIGURES	179642	82	38917
	8.PERIMETER OF POLYGONS	206893	95	11666
	9.CHARTS, GRAPHS	199340	91	19219
	10.PROBABILITY	188211	86	30348
	11.EQUATIONS	185580	85	32979
	STUDENTS TESTED: 218559 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 841	201912	92	16647
READING	1.MAIN IDEA	145443	67	72893
	2.CONTEXT CLUES	212535	97	5801
	3.SPECIFIC DETAILS	180669	83	37667
	4.SEQUENCING OF EVENTS	139617	64	78719
	5.DRAWING CONCLUSIONS	139236	64	79100
	6.FACT, OPINION	130209	60	88127
	7.CAUSE-AND-EFFECT	169775	78	48561
	8.REFERENCE SOURCES	213254	98	5082
	9.GRAPHIC SOURCES	211618	97	6718
	10.PARTS OF A BOOK	204718	94	13618
	STUDENTS TESTED: 218336 TOTAL READING: READING SCALED SCORE: 806	196583	90	21753
WRITING	1.CAPITALIZATION	198199	93	15549
	2.PUNCTUATION	177407	83	36341
	3.SPELLING	172063	80	41685
	4.CORRECT ENGLISH USAGE	170498	80	43250
	5.SENTENCE STRUCTURE	160467	75	53281
	6.PROOFREADING	201188	94	12560
	CLASSIFICATORY WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 19731 / 82866 / 95975 / 14408 / 768			
	PERCENT: 9 / 39 / 45 / 7 / 0			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 517			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 188			
	STUDENTS TESTED: 213748 TOTAL WRITING: WRITING SCALED SCORE: 793	185660	87	28088

GROUP CHARACTERISTICS BASED ON 226970 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	1587	1
Students Exempt from All Tests : ARD	1171	1
Students Exempt from All Tests : LEP	3743	2
Other Students Not Tested	426	0
Number of Students Tested	220043	97
ETHNIC COMPOSITION		
American Indian or Alaskan Native	580	0
Asian or Pacific Islander	4501	2
Black	30986	14
Hispanic	75596	33
White	115307	51
FREE/REDUCED PRICE MEAL PROGRAM	76597	34
CHAPTER I PROGRAMS		
Chapter I Regular Program	16008	7
Chapter I Migrant Remedial Mathematics Program	1645	1
Chapter I Migrant Remedial Reading Program	2934	1
Chapter I Migrant Remedial Writing Program	1135	1
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	13833	6
Bilingual Program	1231	1
English as a Second Language Program	10472	5
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	20435	9
MODE OF ENTRY		
Alternative to Social Promotion	5488	2
Retained	6082	3
Promoted	215400	95
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	61661	27
Three Years or More	165309	73
AT-RISK STUDENTS	41937	18

PASS/FAIL SUMMARY BASED ON 220043 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	175523	80
Failed One Test Only	27962	13
Failed Two Tests Only	11148	5
Failed All Three Tests	5410	2

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FIGURE 23

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Student Demographic Report

Grade 7
February 1990

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 7 : ONE-YEAR GAINS

JUNE 27, 1990

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
ALL STUDENTS TESTED	231,732	78	835	802	789	0	7	17	51,864
SEX									
MALE	117,540	73	829	795	775	-2	7	17	31,173
FEMALE	114,192	82	841	809	804	2	7	17	20,691
ETHNIC GROUP									
AMERICAN INDIAN	613	77	823	795	780	-6	8	14	144
ASIAN OR PACIFIC ISLANDER	4,341	89	895	845	831	-4	9	16	497
BLACK	32,132	67	797	768	765	4	8	16	10,643
HISPANIC	74,225	70	811	771	768	2	8	21	22,553
WHITE	120,421	85	858	828	807	-1	6	15	18,027
FREE/REDUCED-PRICE MEAL PROGRAM									
PARTICIPANTS	76,984	66	803	765	760	1	8	19	25,835
NON-PARTICIPANTS	154,748	83	851	820	803	0	7	15	26,029
CHAPTER 1 REGULAR PROGRAM									
PARTICIPANTS	16,367	55	773	735	739	5	11	29	7,327
NON-PARTICIPANTS	215,365	79	840	807	793	0	7	16	44,537
CHAPTER 1 MIGRANT PROGRAMS									
REMEDIAL MATHEMATICS	1,563	42	746	716	721	-18	0	19	904
REMEDIAL READING	2,836	52	773	727	732	0	10	27	1,348
REMEDIAL WRITING	1,028	54	780	734	731	5	21	32	475
ELIGIBLE NON-PARTICIPANTS	2,752	64	803	756	753	5	13	33	992
NOT ELIGIBLE	225,614	78	837	804	790	1	7	16	49,202
LIMITED ENGLISH PROFICIENCY									
LEP STUDENTS	10,628	39	760	706	705	5	9	22	6,481
NON-LEP STUDENTS	221,104	79	839	807	793	0	7	16	45,383

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TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 7 : ONE-YEAR GAINS

JUNE 27, 1990

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
BILINGUAL/ESL PROGRAMS									
BILINGUAL	776	36	748	697	698	-6	0	19	493
ESL (ENGLISH AS A SECOND LANG)	7,572	34	753	698	696	-1	4	16	4,964
NEITHER BILINGUAL NOR ESL	223,384	79	838	806	793	-1	6	16	46,407
SPECIAL EDUCATION PROGRAMS									
LEARNING DISABILITY	8,945	33	713	704	681	-12	1	12	5,983
EMOTIONALLY DISTURBED	1,275	40	734	733	707	-13	-2	7	765
SPEECH HANDICAPPED	1,214	51	770	742	734	-12	-4	3	597
VISUALLY HANDICAPPED	87	57	775	765	759	-11	4	9	37
OTHER HANDICAPPING CONDITION	591	52	756	744	725	-2	12	17	286
NON-SPECIAL EDUCATION	220,043	80	841	806	793	2	8	18	44,520
GIFTED AND TALENTED PROGRAM									
PARTICIPANTS	20,503	98	927	900	868	-4	1	6	357
NON-PARTICIPANTS	211,229	83	826	792	781	-1	6	16	51,507
CONTINUOUS ENROLLMENT IN DISTRICT									
ONE YEAR	38,890	74	823	793	777	-2	5	13	10,269
TWO YEARS	20,876	78	835	803	788	-3	6	15	4,681
THREE YEARS	14,890	79	839	807	791	-1	7	17	3,113
FOUR YEARS	13,577	80	841	810	793	0	10	17	2,765
MORE THAN FOUR YEARS	143,499	78	837	803	792	1	8	18	31,036
MODE OF ENTRY									
ALTERNATIVE TO SOCIAL PROMOTION	5,372	43	745	724	714	2	9	17	3,072
RETAINED	6,070	58	782	750	740	1	8	16	2,557
PROMOTED	220,290	79	839	805	792	0	7	17	46,235
AT-RISK									
AT-RISK STUDENTS	44,138	52	767	737	733	-4	5	17	21,018
NON AT-RISK STUDENTS	187,594	84	851	817	802	-1	5	15	30,846

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District Demographic Report

Grade 7
February 1990

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 7 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
ADA GROUPINGS										
6	OVER 50,000	36,332	70	819	780	769	5	7	13	10,935
15	25,000 TO 49,999	40,955	80	840	809	795	-2	5	16	8,374
44	10,000 TO 24,999	54,708	79	839	806	796	-2	7	17	11,339
41	5,000 TO 9,999	21,828	75	831	797	781	0	7	18	5,413
92	3,000 TO 4,999	28,342	78	836	804	789	-2	4	15	6,287
115	1,600 TO 2,999	19,133	79	834	803	790	2	8	17	4,101
125	1,000 TO 1,599	11,942	82	843	809	796	0	9	21	2,208
207	500 TO 999	11,143	82	845	814	798	3	12	19	1,975
389	UNDER 500	7,335	83	847	815	797	4	9	18	1,220
DISTRICT TYPE										
8	MAJOR URBAN	42,969	71	819	782	770	5	8	14	12,856
61	MAJOR SUBURBAN	66,369	82	848	815	802	-3	6	15	11,836
23	OTHER CENTRAL CITY	30,449	76	831	800	792	0	6	19	7,253
74	OTHER CC SUBURBAN	21,242	76	831	797	785	-1	8	22	5,053
65	INDEPENDENT TOWN	21,630	76	832	801	783	-1	4	17	5,198
80	NON-METRO FAST GROWING	7,024	76	828	800	783	-4	7	15	1,693
271	NON-METRO STABLE	31,516	80	837	804	792	0	8	18	6,405
452	RURAL	10,519	83	847	817	799	5	13	20	1,758
WEALTH (MEDIAN=$157,104)										
105	UNDER $82,513	25,802	69	812	772	766	3	10	24	8,127
105	$82,513 TO $99,523	14,895	77	828	796	782	6	10	21	3,486
104	$99,524 TO $115,679	9,687	80	840	806	786	1	10	21	1,967
106	$115,680 TO $133,839	20,279	75	829	794	783	-1	6	20	5,043
105	$133,840 TO $157,103	24,813	80	837	807	792	-3	4	16	4,976
104	$157,104 TO $181,840	28,123	80	836	808	797	-2	6	20	5,759
105	$181,841 TO $220,234	30,062	81	848	813	795	0	9	14	5,613
103	$220,235 TO $287,975	39,217	77	831	804	787	-2	5	12	9,098
103	$287,976 TO $443,845	32,228	79	846	808	799	1	9	13	6,792
89	OVER $443,845	6,305	85	857	821	812	-2	5	10	955
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36
WEALTH (ST AVG=$205,696)										
695	UNDER $205,696	140,746	77	832	799	786	0	7	19	32,332
334	OVER $205,696	90,665	79	840	807	794	0	7	13	19,484
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 7 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
WEALTH BY EQUAL RADA PER GROUP										
25	UNDER $51,611	12,523	65	807	762	760	4	10	25	4,425
70	$51,611 TO < $79,599	11,741	72	816	781	771	2	10	24	3,314
75	$79,599 TO < $93,431	11,910	75	823	792	779	5	10	19	2,943
112	$93,431 TO < $111,174	11,710	80	840	805	789	3	10	23	2,353
82	$111,174 TO < $124,674	12,000	74	830	795	777	2	8	19	3,090
56	$124,674 TO < $133,840	10,779	77	829	795	789	-4	7	21	2,498
63	$133,840 TO < $147,075	11,808	80	836	806	790	-5	4	15	2,378
40	$147,075 TO < $156,339	11,229	80	839	809	797	0	4	21	2,273
32	$156,339 TO < $163,010	11,882	79	837	808	791	2	8	18	2,459
39	$163,010 TO < $174,981	12,105	80	834	805	797	-7	4	17	2,481
57	$174,981 TO < $190,253	11,841	81	842	813	798	-1	6	13	2,268
48	$190,253 TO < $206,247	11,909	84	855	818	800	1	9	17	1,938
29	$206,247 TO < $217,719	11,238	79	842	808	793	0	10	16	2,334
47	$217,719 TO < $244,860	11,556	81	841	812	800	-9	2	14	2,193
41	$244,860 TO < $268,755	8,624	79	831	811	795	-14	-1	12	1,795
1	$268,755 TO < $269,138	11,693	68	808	779	762	11	7	9	3,789
32	$269,138 TO < $298,578	12,098	82	850	820	794	-1	8	11	2,204
52	$298,578 TO < $367,048	11,431	78	839	808	795	0	7	16	2,507
13	$367,048 TO < $388,497	11,925	76	844	794	797	4	10	12	2,902
115	$388,497 AND OVER	11,409	85	858	823	815	-3	5	12	1,672
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36
TOTAL TAX EFFORT (ST AVG=$0.9592)										
254	UNDER 0.8080	32,087	75	829	791	781	3	10	23	8,015
257	0.8080 TO UNDER 0.9712	89,011	78	833	797	784	2	7	17	21,372
259	0.9712 TO UNDER 1.1289	63,483	79	837	807	795	-4	5	14	13,452
259	1.1289 AND OVER	46,850	81	842	812	796	0	7	15	8,977
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36
M&O EFF. TAX EFFORT (MEDIAN=$0.8123)										
256	UNDER 0.6767	43,527	75	825	790	779	3	9	20	11,090
260	0.6767 TO 0.8122	84,303	77	836	801	788	3	9	17	19,537
256	0.8123 TO 0.9647	62,446	79	838	808	796	-5	5	15	12,895
257	OVER 0.9647	41,135	80	839	809	796	-2	6	15	8,294
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36
M&O EFF. TAX EFFORT (ST AVG=$0.8140)										
520	UNDER 0.8140	128,224	76	832	797	783	3	9	18	30,698
509	OVER 0.8140	103,187	80	838	808	796	-4	5	15	21,118
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 7 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
APR GROUPS: ENROLL¦WEALTH¦% LOW INC										
190	<1K ¦ < AVG. ¦ <40%	6,939	83	850	820	797	4	13	20	1,163
187	<1K ¦ < AVG. ¦ >=40	5,680	81	840	807	795	3	12	20	1,080
112	<1K ¦ > AVG. ¦ <40%	3,025	85	854	821	808	-3	4	14	444
91	<1K ¦ > AVG. ¦ >=40	1,705	82	841	808	797	2	8	18	306
90	1K TO < 3K ¦ < AVG. ¦ <40%	10,723	81	842	814	793	0	9	22	1,995
85	1K TO < 3K ¦ < AVG. ¦ >=40	10,854	77	826	790	789	4	10	24	2,490
41	1K TO < 3K ¦ > AVG. ¦ <40%	5,332	84	852	820	805	-1	4	7	836
25	1K TO < 3K ¦ > AVG. ¦ >=40	2,880	80	844	805	793	3	13	18	582
64	3K TO < 10K ¦ < AVG. ¦ <40%	21,425	79	839	810	789	0	6	15	4,503
37	3K TO < 10K ¦ < AVG. ¦ >=40	14,436	70	816	777	770	2	7	21	4,392
35	3K TO < 10K ¦ > AVG. ¦ <40%	12,860	81	843	814	799	-10	2	10	2,399
4	3K TO < 10K ¦ > AVG. ¦ >=40	1,475	72	808	786	772	-9	-5	17	410
22	>10K ¦ < AVG. ¦ <40%	36,600	82	844	812	799	-4	4	15	6,771
20	>10K ¦ < AVG. ¦ >=40	34,289	71	818	779	771	1	7	22	9,938
19	>10K ¦ > AVG. ¦ <40%	31,828	84	854	824	812	-4	6	15	5,187
7	>10K ¦ > AVG. ¦ >=40	31,560	70	820	784	771	8	9	11	9,320
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36
SPTB HIGHEST CATEGORY										
324	RESIDENTIAL	137,035	78	837	805	790	1	7	18	29,876
320	LAND	11,186	81	837	808	792	2	10	19	2,160
183	OIL AND GAS	13,169	77	832	798	789	-5	7	16	2,971
202	BUSINESS	70,021	76	831	795	787	-1	6	15	16,809
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)										
290	NO SMALL/SPARSE ADJUSTMENT	198,222	77	834	800	788	0	6	17	45,833
192	UNDER 22.0%	17,947	81	840	809	795	0	9	19	3,417
190	22.0% TO UNDER 31.4%	8,259	83	849	815	798	4	12	19	1,423
192	31.4% TO UNDER 36.8%	4,099	83	844	814	794	7	12	19	699
170	36.8% AND OVER	3,191	85	848	818	806	0	10	20	480
PDI LEVEL (MEDIAN=1.07)										
259	UNDER 1.05	8,925	88	855	823	802	3	11	18	992
119	1.05 TO UNDER 1.06	8,115	83	846	817	797	0	9	16	1,067
240	1.06 TO UNDER 1.08	18,796	82	846	815	797	2	9	16	3,464
241	1.08 TO 1.11	41,406	80	836	810	796	-2	7	17	8,123
175	1.11 AND OVER	158,476	76	832	797	785	0	7	16	38,206

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

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TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 7 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
OPERATING COST/RADA (ST AVG= $3,814)										
211	UNDER $3,467	59,388	78	838	804	788	0	7	18	12,794
213	$3,467 TO $3,801	76,703	78	834	803	790	0	7	19	17,046
209	$3,802 TO $4,210	53,720	75	828	798	785	1	7	16	13,191
212	$4,211 TO $4,911	33,935	78	843	803	796	2	8	14	7,389
189	OVER $4,911	7,972	82	845	813	797	-6	6	11	1,452
ESC REGION										
37	I EDINBURG	17,604	68	814	772	766	5	12	27	5,615
40	II CORPUS CHRISTI	7,851	79	836	802	789	9	12	23	1,646
39	III VICTORIA	3,925	81	836	809	804	-8	7	21	755
54	IV HOUSTON	48,094	78	834	804	789	0	5	11	10,647
29	V BEAUMONT	6,187	77	829	800	783	-8	5	21	1,448
56	VI HUNTSVILLE	7,210	78	831	804	787	0	5	12	1,599
98	VII KILGORE	10,426	80	841	813	796	2	12	15	2,066
47	VIII MT PLEASANT	3,647	85	855	818	800	10	8	23	560
40	IX WICHITA FALLS	2,719	86	860	823	810	-1	9	17	378
78	X RICHARDSON	30,432	81	849	809	805	0	7	17	5,904
75	XI FORT WORTH	20,583	79	840	810	792	-1	6	17	4,242
76	XII WACO	7,728	80	836	811	793	-2	7	18	1,535
55	XIII AUSTIN	12,837	79	839	813	795	0	7	12	2,638
46	XIV ABILENE	3,254	83	851	820	802	7	15	19	545
44	XV SAN ANGELO	3,426	81	848	808	793	-3	8	16	660
66	XVI AMARILLO	5,468	80	844	813	786	0	[illegible]	21	1,120
60	XVII LUBBOCK	5,823	77	826	799	789	1	5	23	1,312
33	XVIII MIDLAND	5,709	77	831	796	792	-7	3	11	1,301
13	XIX EL PASO	9,727	68	806	773	760	2	3	12	3,146
48	XX SAN ANTONIO	19,068	75	831	792	778	-3	7	19	4,735
TEAMS: PCT PASSING ALL TESTS TAKEN										
71	UNDER 60%	9,322	59	789	754	746	0	8	19	3,809
367	60% TO UNDER 75%	112,999	73	822	788	775	1	6	16	30,805
538	75% TO UNDER 90%	104,458	84	851	819	805	-1	7	17	16,912
58	90% AND OVER	4,939	93	885	854	866	-1	5	14	326
DENSITY (ST AVG=11.34 RADA/SQ MI)										
545	LESS THAN 5	23,158	81	841	808	795	1	11	20	4,369
278	5 TO UNDER 20	36,233	78	834	802	788	-1	7	17	8,027
115	20 TO UNDER 100	40,997	77	833	802	787	-2	6	18	9,365
91	100 AND OVER	131,023	77	835	801	789	1	7	16	30,055
5	SPECIAL DISTRICTS	307	88	860	836	804	11	24	29	36

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 7 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
447	DECLINING RADA	62,177	76	831	795	784	0	8	19	14,612
311	0% TO UNDER 3%	106,453	77	834	802	785	1	6	15	24,974
163	3% TO UNDER 6%	46,570	81	842	810	803	-4	6	17	8,825
67	6% TO UNDER 10%	13,311	79	835	808	795	0	10	22	2,756
46	10% AND OVER	3,207	79	836	805	795	0	6	8	685
PCT BLACK PUPILS (ST AVG=14.50%)										
607	UNDER 5%	85,674	77	832	798	788	0	7	19	20,051
136	5% TO UNDER 10%	44,817	82	848	815	799	0	7	18	8,045
148	10% TO UNDER 20%	44,622	79	839	807	793	-2	5	15	9,335
72	20% TO UNDER 30%	13,883	81	845	814	798	2	9	14	2,669
60	30% TO UNDER 50%	38,614	73	824	787	777	4	7	15	10,509
11	50% AND OVER	4,108	70	802	779	769	-5	6	15	1,243
PCT HISPANIC PUPILS (ST AVG=33.10%)										
307	UNDER 5%	29,354	83	847	818	803	-3	6	16	5,133
165	5% TO UNDER 10%	38,817	82	845	816	799	-3	5	14	7,070
166	10% TO UNDER 20%	34,133	82	845	818	798	0	9	16	6,208
101	20% TO UNDER 30%	30,578	80	841	806	796	-2	4	15	6,213
124	30% TO UNDER 50%	50,457	74	829	793	781	2	7	13	12,932
171	50% AND OVER	48,379	70	815	777	770	2	9	23	14,296
PCT MINORITY PUPILS (ST AVG=49.70%)										
111	UNDER 5%	5,756	85	858	821	800	3	10	24	886
121	5% TO UNDER 10%	11,003	83	845	819	800	-3	5	12	1,864
195	10% TO UNDER 20%	27,743	84	850	823	809	-2	9	18	4,493
143	20% TO UNDER 30%	32,226	82	850	820	797	-3	4	11	5,842
226	30% TO UNDER 50%	49,239	80	841	809	798	-2	6	14	9,709
238	50% AND OVER	105,751	73	822	785	776	3	8	19	29,058
PERCENT LOW INCOME (ST AVG=39.75%)										
146	UNDER 20%	54,026	85	854	825	810	-3	6	14	8,214
209	20% TO UNDER 30%	29,762	82	846	814	798	-2	5	15	5,502
222	30% TO UNDER 40%	45,198	79	838	808	790	-3	5	16	9,597
291	40% TO UNDER 60%	63,796	74	826	792	779	4	8	15	16,409
116	60% TO UNDER 80%	22,867	72	819	780	773	3	7	22	6,472
50	80% AND OVER	16,069	65	804	760	759	1	8	25	5,658

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 7 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
253	UNDER 9.7 YEARS	36,552	77	831	799	787	2	9	21	8,423
257	9.7 TO UNDER 11.1 YEARS	55,841	79	838	804	793	-1	7	17	11,723
260	11.1 TO UNDER 12.3 YEARS	88,065	77	836	805	788	1	6	15	19,877
264	12.3 YEARS AND OVER	51,260	77	834	797	789	-1	7	18	11,829
AVG. TEACHER SALARY (ST AVG=$25,845)										
252	UNDER $23,176	10,176	80	838	809	792	5	13	20	1,994
264	$23,176 TO UNDER $24,237	27,269	79	837	807	790	0	9	21	5,694
262	$24,237 TO UNDER $25,425	55,441	77	830	800	787	-1	7	19	12,615
256	$25,425 AND OVER	138,832	77	836	801	790	0	6	15	31,549
PCT MINORITY TCHRS (ST AVG=22.30%)										
583	UNDER 5%	67,606	84	850	822	805	-3	7	15	10,949
183	5% TO UNDER 10%	34,989	82	846	813	801	0	7	17	6,466
125	10% TO UNDER 20%	37,017	78	834	804	790	-5	2	14	8,121
42	20% TO UNDER 30%	19,858	77	834	801	786	2	8	21	4,499
47	30% TO UNDER 50%	36,582	72	822	783	772	2	8	16	10,175
54	50% AND OVER	35,666	67	809	771	765	4	9	19	11,642
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
254	UNDER 19.0%	21,845	73	827	787	777	3	10	24	5,796
261	19.0% TO UNDER 26.7%	47,043	76	828	794	781	0	6	17	11,516
259	26.7% TO UNDER 34.9%	76,120	80	838	809	794	-3	6	15	15,460
260	34.9% AND OVER	86,710	78	839	804	792	2	7	16	19,080
1,034	STATE TOTAL	231,718	78	835	802	789	0	7	17	51,852

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

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Section VI

Grade 5 Results

Five Year Summary

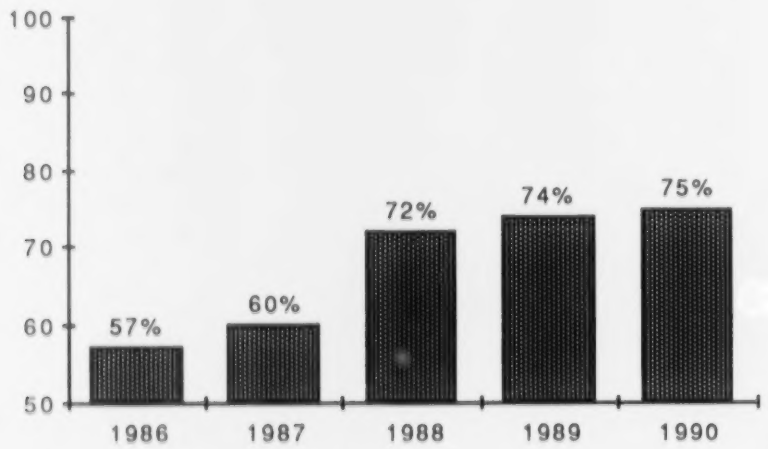
The percent of Grade 5 students passing all tests taken has improved eighteen percentage points since February 1986, as shown in the statewide summary chart below.

Summary of Grade 5 Student Performance

Year	Total Tested	Mastered All Tests Taken	Failed 1 or 2 Tests	Failed All 3 Tests
1986	223,874	126,838 (57%)	77,602 (35%)	19,434 (9%)
1987	218,220	130,257 (60%)	74,418 (35%)	13,545 (6%)
1988	223,758	160,277 (72%)	54,762 (24%)	8,719 (4%)
1989	226,252	168,362 (74%)	48,500 (21%)	9,390 (4%)
1990	236,680	177,277 (75%)	49,977 (21%)	9,426 (4%)

The following graph plots the steady gains in the percent of Grade 5 students passing all tests taken since the February 1986 administration.

Percent of Students Passing All Tests Taken



Compared with February 1986, fifth grade mathematics results have improved forty scaled score points, and the mastery rate has increased ten

percentage points. In reading, subject area mastery has gained four percentage points since 1986 to an eighty-seven mastery rate in 1990. The reading subject area scaled score has gained thirteen points and the writing scaled score has improved forty-seven points since February 1986. Eighty-three percent of the fifth graders mastered the overall writing test, as compared with sixty-four percent in February 1986. The chart below shows statewide student performance for fifth grade students in the subject areas of mathematics, reading, and writing.

	1986	1987	1988	1989	1990
Mathematics	80%	86%	89%	89%	90%
Reading	83%	83%	88%	85%	87%
Writing	64%	68%	79%	84%	83%

February 1990 Summary

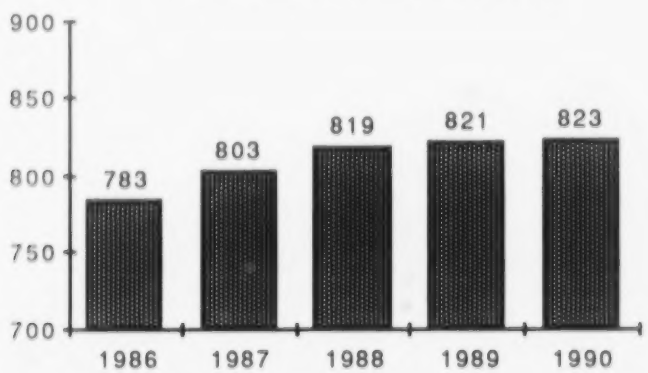
Seventy-five percent of the fifth graders passed all tests taken in February 1990, a one percentage point gain from February 1989.

Student Performance by Subject Area
February 1990

	Total Tested	Mastered the Test	Scaled Score
Mathematics	234,901	210,489(90%)	823
Reading	232,773	202,039(87%)	803
Writing	228,773	189,636(83%)	786

Ninety percent of the fifth graders demonstrated mastery in mathematics in February 1990, a one percentage point gain from 1989. The mathematics objective, identifying place value, showed the greatest improvement in objective-level mastery (twelve percentage points), compared with February 1989 results.

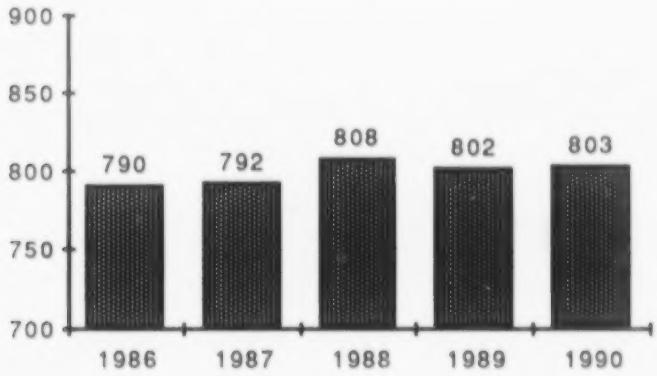
Grade 5 Mathematics Scaled Score



The February 1990 reading test consisted of the same test items measured during the February 1987 administration. A comparison of results indicates that Grade 5 performance improved in each of the nine reading objectives. The reading objective, identify main idea, had the largest improvement in mastery (five percentage points) since 1987. The overall mastery rate on the reading test has increased four percentage points since 1987.

In February 1990, eighty-seven percent of the students demonstrated mastery in reading, a two percentage point gain since 1989. However, the reading scaled score has shown little improvement during the past three TEAMS administrations.

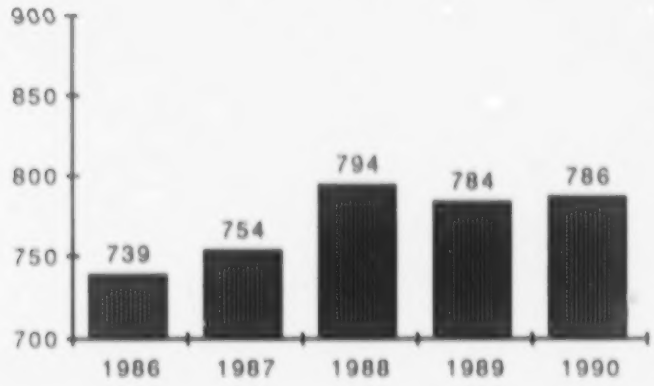
Grade 5 Reading Scaled Score



In February 1990, the twenty-four multiple-choice writing items were the same writing items assessed on the February 1987 writing test. A comparison of these two administrations show objective-level improvement in five of the six objectives. The objective, proofreading, had the largest improvement in mastery (5 percentage points) between February 1987 and February 1990. The mastery rate on the spelling objective (95%) in 1987 remained unchanged in February 1990.

Eighty-three percent of the fifth graders mastered the writing test in February 1990, a one percentage point decline from February 1989. Ninety-four percent of the students wrote a successful narrative composition, a two percentage point gain from 1989. In addition, the number of students achieving either a "3" or "4" on the written composition increased from fifty-four percent of the students tested in 1989 to fifty-eight percent of the students tested in 1990.

Grade 5 Writing Scaled Score



Performance results aggregated by ethnic groupings show that Hispanic students improved the percent of students passing all tests taken by two percentage points since 1989. However, none of the three ethnic groups posted significant scaled score gains in any of the three subject areas. Statewide average scaled scores aggregated by ethnicity are shown in the following chart.

Scaled Scores by Ethnic Group

	1986	1987	1988	1989	1990
Black					
Mathematics	740	760	778	780	781
Reading	756	757	772	766	768
Writing	708	728	766	764	763
Hispanic					
Mathematics	750	777	795	796	799
Reading	748	754	770	767	769
Writing	704	723	757	754	761
White					
Mathematics	811	828	843	846	847
Reading	824	822	838	833	832
Writing	766	778	821	805	806

In February 1990, sixty-three percent of the students participating in a free/reduced price meal program passed all tests taken, a two percentage point gain from 1989. Grade 5 students enrolled in a Chapter 1 Regular program achieved a four percentage point gain in mastery since February 1989. Assessment results for fifth graders, shown below, have been aggregated by participation in a free or reduced price meal program and/or the Chapter 1 Regular program.

Scaled Scores by Program

Free or Reduced Price Meal Program (low income)

	1986	1987	1988	1989	1990
Participants					
Mathematics	744	769	787	788	790
Reading	744	750	767	763	765
Writing	698	719	754	750	756
Nonparticipants					
Mathematics	805	824	840	843	844
Reading	816	817	833	827	828
Writing	762	776	818	805	806

Chapter 1 Regular Program (educationally disadvantaged)

	1986	1987	1988	1989	1990
Participants					
Mathematics	709	732	751	754	757
Reading	708	715	731	726	732
Writing	665	685	716	712	722
Nonparticipants					
Mathematics	794	814	831	833	835
Reading	803	804	821	815	816
Writing	750	765	807	796	798

Students identified as limited English proficient posted a four percentage point gain in mastery since 1989, as well as a fourteen point scaled score gain in the writing subject area.

Performance results grouped by district demographic categories indicate that the urban, other central city suburban, and rural districts posted a two percentage point gain in percent mastery since 1989. Districts in the lowest property wealth category (under $82,513) achieved the largest scaled score gain in writing (10 points), compared with 1989 results.

Aggregation of results by Education Service Center (ESC) regions show that Region I (Edinburg) achieved the largest improvement in percent mastery (5 percentage points) since 1989. Region I (Edinburg) also posted the largest scaled score gain in reading (six points) and writing (sixteen points).

The Grade 5 TEAMS test identified more than 59,000 students (25 percent of those tested) as deficient in minimum skills. Remedial instruction is mandated by state law to help students attain basic skills in mathematics, reading, and writing. Since February 1986, the number of Grade 5 students requiring remediation in one or more subject areas has declined by more than 37,000 students, as compared with February 1990 results.

Grade 5 Students Requiring Remediation
February 1990

Failed One Test Only	33,949	14%
Failed Two Tests Only	16,028	7%
Failed All Three Tests	9,426	4%
Total	59,403	25%

Figure 24 displays the all student statewide summary report, and Figures 25 and 26 present the statewide special education and nonspecial education summary reports.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

ALL STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 05

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.PLACE VALUE	210312	90	24589
	2.EQUIVALENT FRACTIONS	193452	82	41449
	3.DECIMALS (+,-)	217875	93	17026
	4.MULTIPLICATION	210253	90	24648
	5.DIVISION	171747	73	63154
	6.WORD PROBLEMS (+,-)	177505	76	57396
	7.WORD PROBLEMS (×,÷)	181305	77	53596
	8.WORD PROBLEMS (DECIMAL)	200845	86	34056
	9.MEASUREMENT UNITS	182457	78	52444
	10.GRAPHS	187195	80	47706
	11.PERIMETER OR AREA OF POLYGONS	215489	92	19412
	STUDENTS TESTED: 234901 TOTAL MATHEMATICS:	210489	90	24412
	MATHEMATICS SCALED SCORE: 823			
READING	1.MAIN IDEA	171694	74	61079
	2.CONTEXT CLUES	194537	84	38236
	3.SPECIFIC DETAILS	189464	81	43309
	4.SEQUENCING OF EVENTS	158779	68	73994
	5.DRAWING CONCLUSIONS	159203	68	73570
	6.FACT, OPINION	187757	81	45016
	7.CAUSE-AND-EFFECT	188988	81	43785
	8.PARTS OF A BOOK	214478	92	18295
	9.GRAPHIC SOURCES	205505	88	27268
	STUDENTS TESTED: 232773 TOTAL READING:	202039	87	30734
	READING SCALED SCORE: 803			
WRITING	1.CAPITALIZATION	218352	95	10421
	2.PUNCTUATION	205462	90	23311
	3.SPELLING	218223	95	10550
	4.CORRECT ENGLISH USAGE	208214	91	20559
	5.SENTENCE STRUCTURE	204259	89	24514
	6.PROOFREADING	207516	91	21257
	NARRATIVE WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 22447 / 110270 / 83463 / 12070 / 523			
	PERCENT: 10 / 48 / 36 / 5 / 0			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 977			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 37			
	STUDENTS TESTED: 228773 TOTAL WRITING:	189636	83	39137
	WRITING SCALED SCORE: 786			

GROUP CHARACTERISTICS BASED ON 256042 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	626	0
Students Exempt from All Tests : ARD	14761	6
Students Exempt from All Tests : LEP	3488	1
Other Students Not Tested	487	0
Number of Students Tested	236680	92
ETHNIC COMPOSITION		
American Indian or Alaskan Native	491	0
Asian or Pacific Islander	4858	2
Black	37849	15
Hispanic	83861	33
White	128983	50
FREE/REDUCED PRICE MEAL PROGRAM	107472	42
CHAPTER I PROGRAMS		
Chapter I Regular Program	40033	16
Chapter I Migrant Remedial Mathematics Program	2516	1
Chapter I Migrant Remedial Reading Program	4163	2
Chapter I Migrant Remedial Writing Program	1644	1
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	16657	7
Bilingual Program	9746	4
English as a Second Language Program	5603	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	20174	8
Emotionally Disturbed	2105	1
Speech Handicapped	5921	2
Visually Handicapped	170	0
Other Handicapping Condition	2209	1
GIFTED/TALENTED PROGRAM	22544	9
MODE OF ENTRY		
Alternative to Social Promotion	9716	4
Retained	4059	2
Promoted	242267	95
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	67431	26
Three Years or More	188611	74
AT-RISK STUDENTS	44210	17

PASS/FAIL SUMMARY BASED ON 236680 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	177277	75
Failed One Test Only	33949	14
Failed Two Tests Only	16028	7
Failed All Three Tests	9426	4

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FIGURE 24

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 05

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.PLACE VALUE	10168	78	2785
	2.EQUIVALENT FRACTIONS	8347	64	4606
	3.DECIMALS (+,-)	10425	80	2528
	4.MULTIPLICATION	9434	73	3519
	5.DIVISION	6394	49	6559
	6.WORD PROBLEMS (+,-)	6632	51	6321
	7.WORD PROBLEMS (×,÷)	6880	53	6073
	8.WORD PROBLEMS (DECIMAL)	9295	72	3658
	9.MEASUREMENT UNITS	7676	59	5277
	10.GRAPHS	7765	60	5188
	11.PERIMETER OR AREA OF POLYGONS	10799	83	2154
	STUDENTS TESTED: 12953 TOTAL MATHEMATICS:	8894	69	4059
	MATHEMATICS SCALED SCORE: 747			
READING	1.MAIN IDEA	5931	54	5030
	2.CONTEXT CLUES	7560	69	3401
	3.SPECIFIC DETAILS	6856	63	4105
	4.SEQUENCING OF EVENTS	5447	50	5514
	5.DRAWING CONCLUSIONS	5490	50	5471
	6.FACT, OPINION	6622	60	4339
	7.CAUSE-AND-EFFECT	6905	63	4056
	8.PARTS OF A BOOK	8740	80	2221
	9.GRAPHIC SOURCES	8325	76	2636
	STUDENTS TESTED: 10961 TOTAL READING:	7144	65	3817
	READING SCALED SCORE: 740			
WRITING	1.CAPITALIZATION	8957	86	1441
	2.PUNCTUATION	7606	73	2792
	3.SPELLING	8660	83	1738
	4.CORRECT ENGLISH USAGE	7996	77	2402
	5.SENTENCE STRUCTURE	7629	73	2769
	6.PROOFREADING	7828	75	2570
	NARRATIVE WRITTEN COMPOSITION			
	RATING: 4 3 2 1 0			
	NUMBER: 392 3161 4859 1905 81			
	PERCENT: 4 30 47 18 1			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 82			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 11			
	STUDENTS TESTED: 10398 TOTAL WRITING:	5648	54	4750
	WRITING SCALED SCORE: 704			

GROUP CHARACTERISTICS

BASED ON 27683 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from All Tests	68	0
Students Exempt from All Tests : ARD	13382	48
Students Exempt from All Tests : LEP	139	1
Other Students Not Tested	196	1
Number of Students Tested	13898	50
ETHNIC COMPOSITION		
American Indian or Alaskan Native	49	0
Asian or Pacific Islander	181	1
Black	5076	18
Hispanic	9120	33
White	13257	48
FREE/REDUCED PRICE MEAL PROGRAM	14721	53
CHAPTER I PROGRAMS		
Chapter I Regular Program	4557	16
Chapter I Migrant Remedial Mathematics Program	290	1
Chapter I Migrant Remedial Reading Program	423	2
Chapter I Migrant Remedial Writing Program	182	1
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	2290	8
Bilingual Program	1216	4
English as a Second Language Program	760	3
SPECIAL EDUCATION PROGRAMS		
Learning Disability	20174	73
Emotionally Disturbed	2105	8
Speech Handicapped	5921	21
Visually Handicapped	170	1
Other Handicapping Condition	2209	8
GIFTED/TALENTED PROGRAM	352	1
MODE OF ENTRY		
Alternative to Social Promotion	4473	16
Retained	663	2
Promoted	22547	81
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	7586	27
Three Years or More	20097	73
AT-RISK STUDENTS	9643	35

PASS/FAIL SUMMARY

BASED ON 13898 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	6702	48
Failed One Test Only	3531	25
Failed Two Tests Only	1900	14
Failed All Three Tests	1765	13

FIGURE 25

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 05

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.PLACE VALUE	200144	90	21804
	2.EQUIVALENT FRACTIONS	185105	83	36843
	3.DECIMALS (+,-)	207450	93	14498
	4.MULTIPLICATION	200819	90	21129
	5.DIVISION	165353	75	56595
	6.WORD PROBLEMS (+,-)	170873	77	51075
	7.WORD PROBLEMS (×,÷)	174425	79	47523
	8.WORD PROBLEMS (DECIMAL)	191550	86	30398
	9.MEASUREMENT UNITS	174781	79	47167
	10.GRAPHS	179430	81	42518
	11.PERIMETER OR AREA OF POLYGONS	204690	92	17258
	STUDENTS TESTED: 221948 TOTAL MATHEMATICS:	201595	91	20353
	MATHEMATICS SCALED SCORE: 827			
READING	1.MAIN IDEA	165763	75	56049
	2.CONTEXT CLUES	186977	84	34835
	3.SPECIFIC DETAILS	182608	82	39204
	4.SEQUENCING OF EVENTS	153332	69	68480
	5.DRAWING CONCLUSIONS	153713	69	68099
	6.FACT, OPINION	181135	82	40677
	7.CAUSE-AND-EFFECT	182083	82	39729
	8.PARTS OF A BOOK	205738	93	16074
	9.GRAPHIC SOURCES	197180	89	24632
	STUDENTS TESTED: 221812 TOTAL READING:	194895	88	26917
	READING SCALED SCORE: 806			
WRITING	1.CAPITALIZATION	209395	96	8980
	2.PUNCTUATION	197856	91	20519
	3.SPELLING	209563	96	8812
	4.CORRECT ENGLISH USAGE	200218	92	18157
	5.SENTENCE STRUCTURE	196630	90	21745
	6.PROOFREADING	199688	91	18687
	NARRATIVE WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 22055 / 107109 / 78604 / 10165 / 442			
	PERCENT: 10 / 49 / 36 / 5 / 0			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE:	895		
	NUMBER OF STUDENTS WRITING OFF TOPIC:	26		
	STUDENTS TESTED: 218375 TOTAL WRITING:	183988	84	34387
	WRITING SCALED SCORE: 790			

GROUP CHARACTERISTICS BASED ON 228359 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	558	0
Students Exempt from All Tests : ARD	1379	1
Students Exempt from All Tests : LEP	3349	1
Other Students Not Tested	291	0
Number of Students Tested	222782	98
ETHNIC COMPOSITION		
American Indian or Alaskan Native	442	0
Asian or Pacific Islander	4677	2
Black	32773	14
Hispanic	74741	33
White	115726	51
FREE/REDUCED PRICE MEAL PROGRAM	92751	41
CHAPTER I PROGRAMS		
Chapter I Regular Program	35476	16
Chapter I Migrant Remedial Mathematics Program	2226	1
Chapter I Migrant Remedial Reading Program	3740	2
Chapter I Migrant Remedial Writing Program	1462	1
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	14367	6
Bilingual Program	8530	4
English as a Second Language Program	4843	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	22192	10
MODE OF ENTRY		
Alternative to Social Promotion	5243	2
Retained	3396	1
Promoted	219720	96
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	59845	26
Three Years or More	168514	74
AT-RISK STUDENTS	34567	15

PASS/FAIL SUMMARY BASED ON 222782 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	170575	77
Failed One Test Only	30418	14
Failed Two Tests Only	14128	6
Failed All Three Tests	7661	3

FIGURE 26

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Student Demographic Report

Grade 5
February 1990

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 5 : ONE-YEAR GAINS

JUNE 28, 1990

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
ALL STUDENTS TESTED	236,680	75	823	803	786	2	1	2	59,403
SEX									
MALE	119,071	71	821	800	768	0	1	0	34,364
FEMALE	117,609	79	824	806	804	3	1	5	25,039
ETHNIC GROUP									
AMERICAN INDIAN	452	78	835	809	788	10	2	-1	98
ASIAN OR PACIFIC ISLANDER	4,518	88	882	832	825	4	1	-4	537
BLACK	34,521	63	781	768	763	1	2	-1	12,794
HISPANIC	74,933	65	799	769	761	3	2	7	25,983
WHITE	122,256	84	847	832	806	1	-1	1	19,991
FREE/REDUCED-PRICE MEAL PROGRAM									
PARTICIPANTS	94,928	63	790	765	756	2	2	6	35,504
NON-PARTICIPANTS	141,752	83	844	828	806	1	1	1	23,899
CHAPTER 1 REGULAR PROGRAM									
PARTICIPANTS	36,441	47	757	732	722	3	6	10	19,413
NON-PARTICIPANTS	200,239	80	835	816	798	2	1	2	39,990
CHAPTER 1 MIGRANT PROGRAMS									
REMEDIAL MATHEMATICS	2,204	41	752	719	705	-2	3	20	1,290
REMEDIAL READING	3,672	45	765	723	714	10	8	26	2,019
REMEDIAL WRITING	1,422	43	766	720	708	23	6	28	805
ELIGIBLE NON-PARTICIPANTS	2,049	59	791	752	741	-3	-2	4	839
NOT ELIGIBLE	230,651	76	824	805	788	1	1	3	56,382
LIMITED ENGLISH PROFICIENCY									
LEP STUDENTS	11,601	38	752	706	691	3	6	14	7,480
NON-LEP STUDENTS	225,079	77	826	808	791	1	0	2	51,923

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TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 5 : ONE-YEAR GAINS

JUNE 28, 1990

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
BILINGUAL/ESL PROGRAMS									
BILINGUAL	6,669	31	746	700	679	2	5	14	4,571
ESL (ENGLISH AS A SECOND LANG)	3,978	40	757	715	706	3	10	11	2,375
NEITHER BILINGUAL NOR ESL	226,033	77	826	807	791	1	0	2	52,457
SPECIAL EDUCATION PROGRAMS									
LEARNING DISABILITY	9,283	43	726	717	674	-6	-9	-11	5,331
EMOTIONALLY DISTURBED	923	46	745	751	701	3	4	-5	494
SPEECH HANDICAPPED	3,959	59	783	768	744	-8	-6	-6	1,637
VISUALLY HANDICAPPED	111	52	773	790	730	-2	25	28	53
OTHER HANDICAPPING CONDITION	550	52	754	752	721	-17	-12	-9	263
NON-SPECIAL EDUCATION	222,782	77	827	806	790	3	2	4	52,207
GIFTED AND TALENTED PROGRAM									
PARTICIPANTS	22,493	98	916	902	872	0	5	-2	407
NON-PARTICIPANTS	214,187	81	813	792	777	0	-2	2	58,996
CONTINUOUS ENROLLMENT IN DISTRICT									
ONE YEAR	37,086	71	812	795	777	0	-2	0	10,641
TWO YEARS	22,125	76	823	805	786	0	0	4	5,405
THREE YEARS	25,197	77	832	804	791	7	-3	5	5,921
FOUR YEARS	17,962	77	829	809	791	3	2	3	4,114
MORE THAN FOUR YEARS	134,310	75	823	804	787	1	2	2	33,322
MODE OF ENTRY									
ALTERNATIVE TO SOCIAL PROMOTION	6,053	31	716	706	684	-4	2	3	4,158
RETAINED	3,506	58	780	756	743	4	3	10	1,481
PROMOTED	227,121	76	826	806	789	1	0	2	53,764
AT-RISK									
AT-RISK STUDENTS	37,296	48	759	738	723	3	2	2	19,386
NON AT-RISK STUDENTS	199,384	80	835	815	798	0	-1	1	40,017

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District Demographic Report

Grade 5
February 1990

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 5 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
ADA GROUPINGS										
6	OVER 50,000	39,687	69	807	784	776	7	6	7	12,153
15	25,000 TO 49,999	41,055	78	832	812	790	2	0	-2	9,188
44	10,000 TO 24,999	55,452	77	826	808	794	-2	0	1	12,798
41	5,000 TO 9,999	21,510	74	821	801	785	0	-1	5	5,515
92	3,000 TO 4,999	28,449	76	826	809	788	0	1	2	6,788
115	1,600 TO 2,999	19,213	74	822	801	780	-1	-1	1	5,075
125	1,000 TO 1,599	12,515	74	821	801	778	3	1	3	3,278
207	500 TO 999	11,407	75	823	805	783	-2	-2	0	2,873
412	UNDER 500	7,378	77	827	809	785	3	1	9	1,722
DISTRICT TYPE										
8	MAJOR URBAN	45,937	69	807	784	776	6	5	7	14,059
61	MAJOR SUBURBAN	67,426	80	835	817	800	-1	-2	-1	13,765
23	OTHER CENTRAL CITY	31,003	76	824	806	788	-1	1	1	7,432
74	OTHER CC SUBURBAN	20,727	73	820	794	778	4	1	8	5,682
65	INDEPENDENT TOWN	21,452	76	825	807	787	0	0	1	5,201
81	NON-METRO FAST GROWING	7,114	73	817	803	779	1	3	6	1,901
271	NON-METRO STABLE	32,417	73	819	799	779	-1	-2	2	8,781
474	RURAL	10,590	76	825	807	782	2	1	5	2,569
WEALTH (MEDIAN=$157,104)										
105	UNDER $82,513	25,107	65	802	774	757	3	4	10	8,751
105	$82,513 TO $99,523	14,615	70	811	789	771	-2	-3	1	4,320
105	$99,524 TO $115,679	9,715	72	810	796	775	3	0	-1	2,702
106	$115,680 TO $133,839	20,765	72	813	794	774	0	-2	1	5,896
105	$133,840 TO $157,103	25,434	76	822	807	792	1	-1	3	6,043
105	$157,104 TO $181,840	28,758	76	825	810	786	-3	0	-3	6,921
106	$181,841 TO $220,234	30,813	78	831	811	797	1	0	3	6,665
105	$220,235 TO $287,975	41,380	76	821	806	798	5	5	5	9,857
105	$287,976 TO $443,845	33,271	79	842	813	797	3	-1	0	6,950
105	OVER $443,845	6,531	81	845	823	797	-3	-5	-6	1,251
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34
WEALTH (ST AVG=$205,696)										
698	UNDER $205,696	141,548	73	817	798	780	0	0	3	38,160
354	OVER $205,696	94,841	78	831	810	796	3	2	3	21,196
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 5 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
WEALTH BY EQUAL RADA PER GROUP										
25	UNDER $51,611	12,013	64	804	768	753	4	5	15	4,323
70	$51,611 TO < $79,599	11,533	66	799	780	759	0	2	3	3,950
75	$79,599 TO < $93,431	11,466	69	805	784	767	0	-2	5	3,584
113	$93,431 TO < $111,174	12,000	73	816	797	777	2	0	-1	3,225
82	$111,174 TO < $124,674	11,687	70	811	792	769	0	-4	-2	3,466
56	$124,674 TO < $133,840	11,503	73	814	795	779	-1	-1	4	3,121
63	$133,840 TO < $147,075	12,138	76	824	804	789	1	-2	0	2,925
40	$147,075 TO < $156,339	11,347	76	819	810	793	1	0	5	2,732
32	$156,339 TO < $163,010	12,427	77	829	812	790	5	4	2	2,816
39	$163,010 TO < $174,981	12,246	76	824	808	787	-11	-6	-9	2,926
58	$174,981 TO < $190,253	11,914	76	827	811	790	-2	0	0	2,833
49	$190,253 TO < $206,247	12,020	80	835	815	803	5	1	5	2,412
29	$206,247 TO < $217,719	11,952	77	825	808	792	0	2	4	2,754
48	$217,719 TO < $244,860	11,612	81	840	818	808	4	2	9	2,190
41	$244,860 TO < $268,755	8,844	79	829	817	799	-4	-2	-7	1,899
1	$268,755 TO < $269,138	13,455	68	793	780	778	17	16	16	4,308
33	$269,138 TO < $298,578	12,287	81	837	821	802	-4	-3	-5	2,354
53	$298,578 TO < $367,048	11,853	78	831	812	795	4	3	5	2,588
13	$367,048 TO < $388,497	12,591	77	848	803	794	0	-4	-4	2,888
132	$388,497 AND OVER	11,501	82	848	827	802	1	-2	-1	2,062
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34
TOTAL TAX EFFORT (ST AVG=$0.9592)										
263	UNDER 0.8080	31,416	71	816	791	770	4	4	7	9,051
263	0.8080 TO UNDER 0.9712	92,252	73	817	798	784	2	2	2	24,740
263	0.9712 TO UNDER 1.1289	65,645	77	826	808	790	-3	-1	1	15,338
263	1.1289 AND OVER	47,076	78	832	814	796	2	0	4	10,227
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34
M&O EFF. TAX EFFORT (MEDIAN=$0.8123)										
263	UNDER 0.6767	43,062	70	811	788	770	4	3	8	12,897
263	0.6767 TO 0.8122	87,458	75	822	802	788	4	3	2	21,951
263	0.8123 TO 0.9647	64,169	77	828	810	790	-4	-2	-1	14,912
263	OVER 0.9647	41,700	77	828	810	793	2	-1	3	9,596
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34
M&O EFF. TAX EFFORT (ST AVG=$0.8140)										
530	UNDER 0.8140	130,947	73	818	797	782	3	3	4	34,921
522	OVER 0.8140	105,442	77	828	810	791	-2	-2	0	24,435
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 5 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
APR GROUPS: ENROLL¦WEALTH¦% LOW INC										
190	<1K ¦ < AVG. ¦ <40%	8,958	79	829	815	791	2	-1	4	1,452
190	<1K ¦ < AVG. ¦ >=40	5,780	70	814	791	770	-1	0	1	1,738
125	<1K ¦ > AVG. ¦ <40%	3,154	81	841	822	799	-1	-6	7	590
98	<1K ¦ > AVG. ¦ >=40	1,804	72	822	796	776	3	-4	3	510
90	1K TO < 3K ¦ < AVG. ¦ <40%	11,136	77	826	811	787	1	1	2	2,607
85	1K TO < 3K ¦ < AVG. ¦ >=40	10,791	66	803	781	761	-4	-3	-3	3,679
41	1K TO < 3K ¦ > AVG. ¦ <40%	5,381	81	839	821	798	2	4	4	1,021
25	1K TO < 3K ¦ > AVG. ¦ >=40	2,926	73	820	796	780	3	2	14	782
64	3K TO < 10K ¦ < AVG. ¦ <40%	21,443	78	829	813	791	0	0	1	4,794
37	3K TO < 10K ¦ < AVG. ¦ >=40	14,077	66	802	777	762	1	0	8	4,799
35	3K TO < 10K ¦ > AVG. ¦ <40%	13,052	82	842	824	803	0	-2	-2	2,355
4	3K TO < 10K ¦ > AVG. ¦ >=40	1,504	76	819	802	794	8	2	9	359
22	>10K ¦ < AVG. ¦ <40%	37,316	78	829	811	794	-3	-3	-3	8,289
20	>10K ¦ < AVG. ¦ >=40	34,047	68	803	782	766	4	3	6	10,802
19	>10K ¦ > AVG. ¦ <40%	32,277	83	848	830	810	-1	-2	-4	5,339
7	>10K ¦ > AVG. ¦ >=40	34,743	71	811	786	782	8	6	8	10,240
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34
SPTB HIGHEST CATEGORY										
328	RESIDENTIAL	138,229	76	826	808	789	2	1	2	32,743
332	LAND	11,573	73	817	801	776	0	0	1	3,143
189	OIL AND GAS	13,084	71	814	792	777	-9	-7	-2	3,757
203	BUSINESS	73,503	73	819	796	783	3	2	3	19,713
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)										
290	NO SMALL/SPARSE ADJUSTMENT	202,302	75	823	803	787	2	1	3	50,702
192	UNDER 22.0%	18,412	74	821	802	780	2	0	2	4,766
191	22.0% TO UNDER 31.4%	8,593	75	826	806	784	3	-1	6	2,127
192	31.4% TO UNDER 36.8%	4,023	75	823	804	779	1	-2	2	1,019
192	36.8% AND OVER	3,336	77	825	810	786	-2	1	3	776
PDI LEVEL (MEDIAN=1.07)										
266	UNDER 1.05	7,113	78	830	813	790	1	-2	3	1,543
124	1.05 TO UNDER 1.06	6,183	77	830	814	784	1	0	-1	1,419
246	1.06 TO UNDER 1.08	19,110	77	829	811	789	0	1	2	4,346
243	1.08 TO 1.11	42,397	77	826	810	790	0	0	0	9,872
178	1.11 AND OVER	161,863	74	821	799	785	2	1	4	42,210

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 5 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
OPERATING COST/RADA (ST AVG= $3,814)										
211	UNDER $3,467	59,537	76	824	806	785	0	0	1	14,556
213	$3,467 TO $3,801	76,920	75	821	803	786	0	0	2	19,299
211	$3,802 TO $4,210	57,079	73	814	798	784	3	3	5	15,472
212	$4,211 TO $4,911	34,905	76	834	805	791	3	0	3	8,335
210	OVER $4,911	8,225	79	837	817	791	0	-1	1	1,728
ESC REGION										
37	I EDINBURG	16,404	66	806	772	758	5	6	16	5,554
44	II CORPUS CHRISTI	7,697	74	824	797	785	-1	-1	4	1,994
41	III VICTORIA	4,027	73	823	799	781	5	1	4	1,091
55	IV HOUSTON	50,378	76	823	805	792	4	3	5	12,137
29	V BEAUMONT	6,267	74	814	800	779	-4	-1	2	1,639
57	VI HUNTSVILLE	7,548	71	818	802	777	3	1	1	2,158
98	VII KILGORE	10,787	78	830	811	792	-1	0	2	2,397
48	VIII MT PLEASANT	3,749	76	825	812	781	-3	0	-3	895
40	IX WICHITA FALLS	2,787	81	825	817	800	-11	-1	-5	535
79	X RICHARDSON	31,220	79	842	814	799	-2	-3	-1	6,454
77	XI FORT WORTH	21,477	77	823	812	795	0	0	-4	4,883
78	XII WACO	7,951	76	825	808	787	3	2	0	1,894
56	XIII AUSTIN	13,340	80	837	818	800	6	2	6	2,655
47	XIV ABILENE	3,394	81	832	816	808	-2	-1	5	629
45	XV SAN ANGELO	3,327	77	826	806	787	-2	-6	-2	750
69	XVI AMARILLO	5,600	79	836	817	784	-2	-2	-2	1,199
61	XVII LUBBOCK	6,184	72	809	798	779	8	-2	-1	1,736
33	XVIII MIDLAND	5,741	72	809	792	784	-12	-8	-11	1,628
13	XIX EL PASO	9,271	62	788	770	748	2	-1	2	3,496
50	XX SAN ANTONIO	19,517	71	812	791	774	1	0	3	5,666
TEAMS: PCT PASSING ALL TESTS TAKEN										
79	UNDER 60%	9,067	54	771	751	733	-8	-5	3	4,211
368	60% TO UNDER 75%	116,676	70	809	789	773	2	2	3	34,949
546	75% TO UNDER 90%	105,859	81	839	820	803	0	-1	2	19,845
64	90% AND OVER	5,064	92	879	858	830	0	-1	-4	385
DENSITY (ST AVG=11.34 RADA/SQ MI)										
567	LESS THAN 5	23,693	73	820	800	777	2	1	4	6,344
278	5 TO UNDER 20	36,264	74	822	802	782	3	1	3	9,380
116	20 TO UNDER 100	41,550	74	820	801	784	-4	-3	0	10,826
91	100 AND OVER	134,882	76	824	804	789	2	2	2	32,806
5	SPECIAL DISTRICTS	277	88	852	828	814	7	-2	20	34

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 5 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
462	DECLINING RADA	64,445	74	822	798	782	1	0	3	17,060
312	0% TO UNDER 3%	108,366	74	819	802	785	2	2	3	27,895
167	3% TO UNDER 6%	47,225	78	832	810	793	-1	-2	0	10,453
68	6% TO UNDER 10%	13,358	77	827	807	790	5	3	4	3,138
48	10% AND OVER	3,272	74	822	806	778	10	3	1	844
PCT BLACK PUPILS (ST AVG=14.50%)										
628	UNDER 5%	85,098	73	820	799	778	1	1	3	22,748
136	5% TO UNDER 10%	45,378	80	836	818	802	2	0	2	8,905
149	10% TO UNDER 20%	45,644	77	826	808	791	0	-1	2	10,653
73	20% TO UNDER 30%	14,194	76	829	807	789	3	0	1	3,373
61	30% TO UNDER 50%	42,140	71	813	789	781	4	4	3	12,247
12	50% AND OVER	4,212	65	785	785	761	-4	2	-5	1,466
PCT HISPANIC PUPILS (ST AVG=33.10%)										
312	UNDER 5%	29,905	79	833	817	791	-1	-1	-1	6,417
170	5% TO UNDER 10%	39,177	80	834	822	801	0	1	-1	7,817
170	10% TO UNDER 20%	34,788	80	835	817	799	-1	-1	3	6,990
101	20% TO UNDER 30%	32,020	77	828	808	792	-3	-3	-1	7,346
127	30% TO UNDER 50%	53,515	73	817	794	785	6	3	5	14,465
177	50% AND OVER	47,261	65	800	774	759	2	1	8	16,355
PCT MINORITY PUPILS (ST AVG=49.70%)										
114	UNDER 5%	5,768	80	833	819	795	-7	-5	2	1,178
123	5% TO UNDER 10%	11,109	80	839	823	794	3	1	0	2,186
202	10% TO UNDER 20%	28,409	82	840	826	803	1	0	0	5,065
143	20% TO UNDER 30%	32,504	81	841	824	804	-1	-1	3	6,149
230	30% TO UNDER 50%	50,495	77	828	808	793	-2	-3	-2	11,414
245	50% AND OVER	108,381	69	808	785	772	4	3	6	33,398
PERCENT LOW INCOME (ST AVG=39.75%)										
153	UNDER 20%	54,462	84	847	830	810	-1	-2	-1	8,815
212	20% TO UNDER 30%	30,105	79	835	817	793	0	0	-1	6,319
225	30% TO UNDER 40%	46,405	76	822	805	787	-2	-2	-1	11,333
295	40% TO UNDER 60%	67,315	72	813	792	781	5	3	5	19,142
117	60% TO UNDER 80%	22,467	65	797	778	759	-1	1	5	7,808
55	80% AND OVER	15,912	62	798	764	749	3	4	11	5,973

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 5 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
267	UNDER 9.7 YEARS	36,369	74	822	798	782	5	3	6	9,372
260	9.7 TO UNDER 11.1 YEARS	55,772	75	823	805	787	-2	-2	1	13,900
260	11.1 TO UNDER 12.3 YEARS	91,033	75	822	805	788	3	2	3	22,329
270	12.3 YEARS AND OVER	53,492	74	823	801	785	-1	1	1	13,789
AVG. TEACHER SALARY (ST AVG=$25,845)										
264	UNDER $23,176	10,349	73	816	800	777	3	0	2	2,777
265	$23,176 TO UNDER $24,237	28,255	75	820	804	782	0	-2	0	7,161
265	$24,237 TO UNDER $25,425	56,134	74	818	801	783	-1	-1	1	14,874
263	$25,425 AND OVER	141,928	76	826	804	789	3	2	4	34,578
PCT MINORITY TCHRS (ST AVG=22.30%)										
599	UNDER 5%	68,416	82	840	824	803	0	-2	1	12,651
183	5% TO UNDER 10%	36,116	78	833	812	794	-1	-1	-1	7,789
126	10% TO UNDER 20%	37,839	75	820	803	786	-1	-3	-1	9,594
44	20% TO UNDER 30%	20,470	73	821	801	779	3	2	1	5,450
47	30% TO UNDER 50%	37,261	70	812	784	774	3	0	3	11,360
58	50% AND OVER	36,564	66	796	774	764	6	8	13	12,546
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
264	UNDER 19.0%	21,580	68	808	781	766	3	2	8	6,825
265	19.0% TO UNDER 26.7%	46,708	72	815	795	775	-1	-1	3	13,157
264	26.7% TO UNDER 34.9%	78,009	76	826	808	791	0	-1	-1	18,356
264	34.9% AND OVER	90,369	77	828	808	792	3	3	3	21,052
1,057	STATE TOTAL	236,666	75	823	803	786	2	1	2	59,390

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

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Section VII

Grade 3 Results

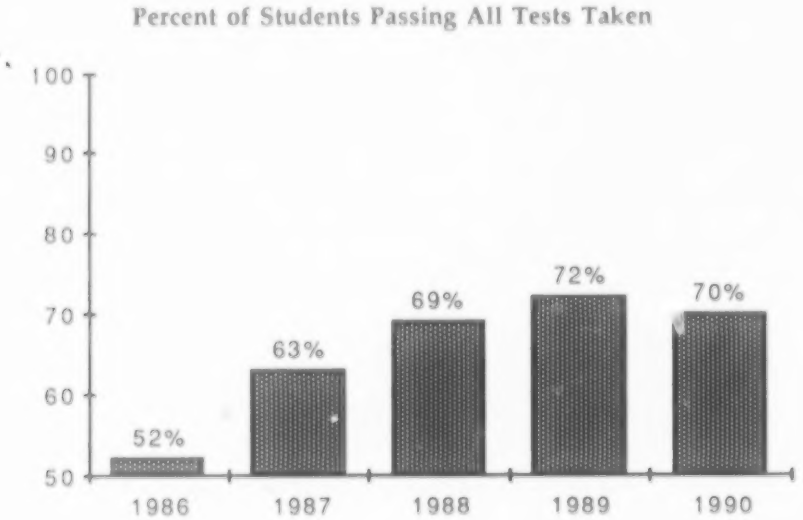
Five Year Summary

Seventy percent of the third grade students passed all tests taken on the Grade 3 (English version) test. Since the initial TEAMS administration in February 1986, the percent of third graders passing all tests taken has improved eighteen percentage points.

Summary of Grade 3 Student Performance

Year	Total Tested	Mastered All Tests Taken	Failed 1 or 2 Tests	Failed All 3 Tests
1986	235,157	121,286 (52%)	85,577 (37%)	28,294 (12%)
1987	231,648	145,537 (63%)	69,869 (30%)	16,242 (7%)
1988	235,812	162,840 (69%)	63,039 (26%)	9,933 (4%)
1989	246,649	178,596 (72%)	58,940 (24%)	9,113 (4%)
1990	249,679	175,847 (70%)	63,961 (26%)	9,871 (4%)

The graph below illustrates the percent of Grade 3 students passing all tests taken across the five years of the TEAMS program.



Since February 1986, the Grade 3 mathematics scaled score improved fifty-six points, the reading scaled score gained forty-three points, and the writing scaled score increased fifty-five points. In February 1990, ninety-one percent of the third graders demonstrated mastery on the mathematics test, and eighty-five percent mastered the reading test, an eleven percentage point gain for both subjects since February 1986.

Seventy-eight percent of the students passed the overall writing test, an eighteen percentage point improvement since February 1986. The chart below shows statewide student performance for Grade 3 students in the subject areas of mathematics, reading, and writing.

	1986	1987	1988	1989	1990
Mathematics	80%	86%	91%	92%	91%
Reading	74%	79%	84%	86%	85%
Writing	60%	71%	76%	79%	78%

February 1990 Summary

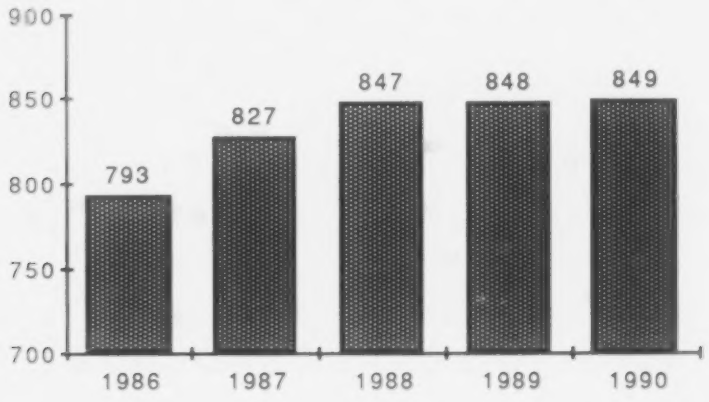
February 1990 results for Grade 3 students show that seventy percent of the third graders passed all tests taken, a two percentage point decline from February 1989.

Student Performance by Subject Area
February 1990

	Total Tested	Mastered the Test	Scaled Score
Mathematics	248,436	226,771 (91%)	849
Reading	245,244	207,744 (85%)	815
Writing	241,054	187,310 (78%)	779

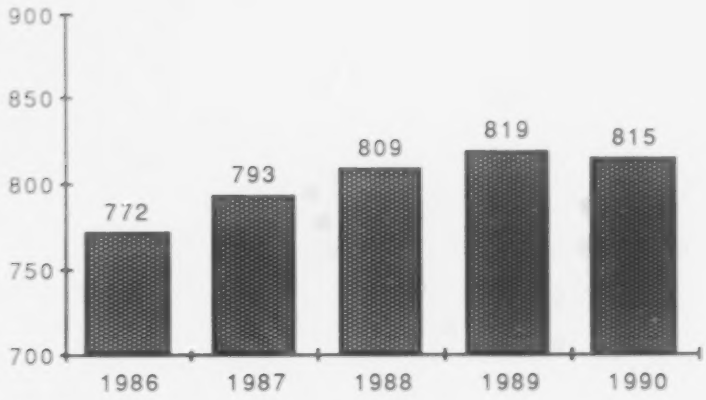
Ninety-one percent of the Grade 3 students mastered the mathematics test in February 1990, a one percentage point decline from February 1989. The objective, identify number patterns, showed the greatest gain in objective-level mastery (four percentage points) since February 1989. As shown in the following graph, scaled score performance in mathematics has remained stable the past three TEAMS administrations.

Grade 3 Mathematics Scaled Score



Eighty-five percent of the Grade 3 students mastered the reading test, a one percentage point decline since 1989. The statewide reading scaled score declined four points since 1989, but, overall, has improved forty-three scaled score points since 1986. The mastery rates in both the sequencing of events and predicting outcomes reading objectives improved two percentage points since February 1989.

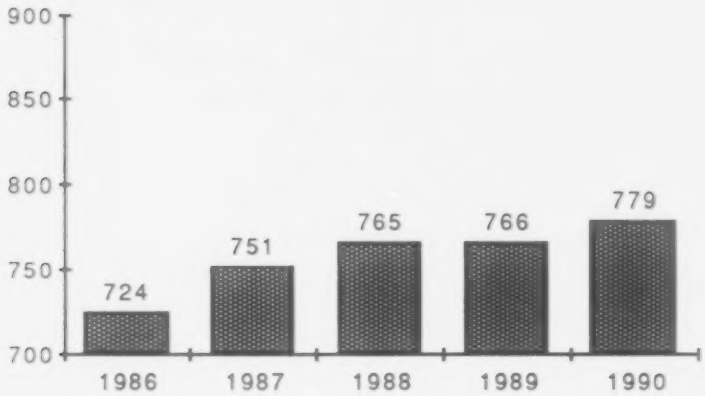
Grade 3 Reading Scaled Score



In February 1990, the multiple-choice writing items were the identical test items measured on the February 1987 writing test. A comparison of results indicates improvement in four of the six writing objectives. The objective measuring punctuation skills showed the largest improvement in objective-level mastery (five percentage points) since 1987. The capitalization and spelling writing objectives had ninety-nine and ninety-five percent mastery rates, respectively, in both the February 1987 and February 1990 administrations.

In writing, seventy-eight percent of the students mastered the overall writing test, a one percentage point decline from 1989. In February 1990, over ninety percent of the third graders mastered each of the six multiple-choice writing objectives. Eighty-two percent of the third graders wrote a successful descriptive written composition (scoring a "2" or higher), as compared with ninety percent of the students in February 1989. As shown below, the writing scaled score improved thirteen points since the 1989 administration.

Grade 3 Writing Scaled Score



Performance results aggregated by ethnic groups indicate significant scaled score gains in writing compared with February 1989 results: black students (20 points), Hispanic students (13 points), and white students (10 points). None of the ethnic groups had significant gains in either the mathematics or reading subject areas. The following table aggregates statewide average scaled scores by ethnic group in each subject area.

Scaled Scores by Ethnic Group

	1986	1987	1988	1989	1990
Black					
Mathematics	743	778	802	809	807
Reading	734	757	769	784	786
Writing	697	720	743	739	759
Hispanic					
Mathematics	758	802	827	827	828
Reading	717	748	769	777	778
Writing	690	721	739	738	751
White					
Mathematics	826	855	870	870	872
Reading	815	829	844	853	844
Writing	751	776	786	790	800

In February 1990, participants in a free/reduced price meal program improved the writing scaled score fourteen points, while nonparticipants improved twelve scaled score points in writing since 1989. Assessment results for Grade 3 students, shown below, are aggregated by participation in a free or reduced price meal program and/or the Chapter 1 Regular program.

Scaled Scores by Program

Free or Reduced Price Meal Program (low income)

	1986	1987	1988	1989	1990
Participants					
Mathematics	750	792	817	820	819
Reading	716	747	764	775	776
Writing	684	715	735	736	750
Nonparticipants					
Mathematics	818	851	867	867	870
Reading	805	824	840	849	842
Writing	748	775	785	787	799

Chapter 1 Regular Program (educationally disadvantaged)

	1986	1987	1988	1989	1990
Participants					
Mathematics	715	760	788	794	789
Reading	668	697	713	729	731
Writing	644	674	700	703	716
Nonparticipants					
Mathematics	806	839	858	859	861
Reading	790	810	828	836	832
Writing	738	765	778	779	792

Students identified as limited English proficient in February 1990 improved reading scaled score performance by ten points, compared to limited English proficient student performance in 1989. Both limited English proficient and non limited English proficient student results improved twelve scaled score points in writing since February 1989.

Performance aggregated by district demographic categories show that the eight major urban districts achieved the largest scaled score gain in writing (24 points). However, none of the district groupings posted significant scaled score gains in either the mathematics or reading subject areas.

Education Service Center (ESC) region performance results show that Region I (Edinburg) achieved the largest scaled score gain in reading (9 points) and Region IV (Houston) posted the largest gain in writing (23 scaled score points) since February 1989.

Texas Education Code, Section 21.557, mandates remedial instruction for those students failing to attain mastery in a subject area. The Grade 3 TEAMS administration tested 249,679 students of which 73,832 (30 percent) require remedial instruction in one or more subjects. Since the initial administration in February 1986, the number of Grade 3 students requiring remediation has declined by more than 40,000 students.

Grade 3 Students Requiring Remediation
February 1990

Failed One Test Only	44,626	18%
Failed Two Tests Only	19,335	8%
Failed All Three Tests	9,871	4%
Total	73,832	30%

The statewide summary report for all students tested on the Grade 3 English version test is illustrated in Figure 27. Figures 28 and 29 display the statewide special education and nonspecial education summary reports for Grade 3 students in February 1990.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

ALL STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 03

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDER WHOLE NUMBERS	231182	93	17254
	2.PLACE VALUE	240978	97	7458
	3.NUMBER PATTERNS	227672	92	20764
	4.EXPANDED NOTATION	237787	96	10649
	5.FRACTIONAL PARTS	244277	98	4159
	6.ADDITION	237373	96	11063
	7.SUBTRACTION	226503	91	21933
	8.WORD PROBLEMS (+)	235838	95	12598
	9.WORD PROBLEMS (-)	233239	94	15197
	10.MEASUREMENT UNITS	210525	85	37911
	11.PICTORIAL MODELS	229801	92	18635
	STUDENTS TESTED: 248436 TOTAL MATHEMATICS:	226771	91	21665
	MATHEMATICS SCALED SCORE: 849			
READING	1.MAIN IDEA	211813	86	33431
	2.SIGHT WORDS	217504	89	27740
	3.CONTEXT CLUES	206744	84	38500
	4.WORD STRUCTURE	157217	64	88027
	5.PHONICS	203533	83	41711
	6.SPECIFIC DETAILS	225680	92	19564
	7.SEQUENCING OF EVENTS	224441	92	20803
	8.PREDICTING OUTCOMES	205702	84	39542
	9.TABLE OF CONTENTS	240903	98	4341
	STUDENTS TESTED: 245244 TOTAL READING:	207744	85	37500
	READING SCALED SCORE: 815			
WRITING	1.CAPITALIZATION	238345	99	2709
	2.PUNCTUATION	217198	90	23856
	3.SPELLING	229447	95	11607
	4.CORRECT ENGLISH USAGE	233874	97	7180
	5.SENTENCE STRUCTURE	220694	92	20360
	6.PROOFREADING	235468	98	5586
	DESCRIPTIVE WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 23574 / 82479 / 92126 / 42249 / 626			
	PERCENT: 10 / 34 / 38 / 18 / 0			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 4671			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 17			
	STUDENTS TESTED: 241054 TOTAL WRITING:	187310	78	53744
	WRITING SCALED SCORE: 779			

GROUP CHARACTERISTICS BASED ON 263902 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	722	0
Students Exempt from All Tests : ARD	12115	5
Students Exempt from All Tests : LEP	852	0
Other Students Not Tested	534	0
Number of Students Tested	249679	95
ETHNIC COMPOSITION		
American Indian or Alaskan Native	569	0
Asian or Pacific Islander	5196	2
Black	38857	15
Hispanic	83313	32
White	135967	52
FREE/REDUCED PRICE MEAL PROGRAM	112241	43
CHAPTER I PROGRAMS		
Chapter I Regular Program	45283	17
Chapter I Migrant Remedial Mathematics Program	2285	1
Chapter I Migrant Remedial Reading Program	3929	1
Chapter I Migrant Remedial Writing Program	1133	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	19017	7
Bilingual Program	12627	5
English as a Second Language Program	4937	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	17197	7
Emotionally Disturbed	1433	1
Speech Handicapped	10943	4
Visually Handicapped	155	0
Other Handicapping Condition	1904	1
GIFTED/TALENTED PROGRAM	19061	7
MODE OF ENTRY		
Alternative to Social Promotion	7229	3
Retained	5641	2
Promoted	251032	95
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	74284	28
Three Years or More	189618	72
AT-RISK STUDENTS	38243	14

PASS/FAIL SUMMARY BASED ON 249679 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	175847	70
Failed One Test Only	44626	18
Failed Two Tests Only	19335	8
Failed All Three Tests	9871	4

FIGURE 27

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 03

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDER WHOLE NUMBERS	13578	85	2362
	2.PLACE VALUE	14618	92	1322
	3.NUMBER PATTERNS	13352	84	2588
	4.EXPANDED NOTATION	14271	90	1669
	5.FRACTIONAL PARTS	15152	95	788
	6.ADDITION	14528	91	1412
	7.SUBTRACTION	13293	83	2647
	8.WORD PROBLEMS (+)	14057	88	1883
	9.WORD PROBLEMS (-)	13526	85	2414
	10.MEASUREMENT UNITS	11410	72	4530
	11.PICTORIAL MODELS	13425	84	2515
	STUDENTS TESTED: 15940 TOTAL MATHEMATICS:	12350	77	3590
	MATHEMATICS SCALED SCORE: 792			
READING	1.MAIN IDEA	9694	74	3364
	2.SIGHT WORDS	10142	78	2916
	3.CONTEXT CLUES	9053	69	4005
	4.WORD STRUCTURE	6452	49	6606
	5.PHONICS	8471	65	4587
	6.SPECIFIC DETAILS	10509	80	2549
	7.SEQUENCING OF EVENTS	10553	81	2505
	8.PREDICTING OUTCOMES	9127	70	3931
	9.TABLE OF CONTENTS	12135	93	923
	STUDENTS TESTED: 13058 TOTAL READING:	8629	66	4429
	READING SCALED SCORE: 750			
WRITING	1.CAPITALIZATION	12046	96	505
	2.PUNCTUATION	9938	79	2613
	3.SPELLING	10905	87	1646
	4.CORRECT ENGLISH USAGE	11288	90	1263
	5.SENTENCE STRUCTURE	10225	81	2326
	6.PROOFREADING	11573	92	978
	DESCRIPTIVE WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 591 / 2955 / 4953 / 3937 / 115			
	PERCENT: 5 / 24 / 39 / 31 / 1			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 335			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 6			
	STUDENTS TESTED: 12551 TOTAL WRITING:	7428	59	5123
	WRITING SCALED SCORE: 721			

GROUP CHARACTERISTICS BASED ON 27947 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	64	0
Students Exempt from All Tests : ARD	11205	40
Students Exempt from All Tests : LEP	58	0
Other Students Not Tested	210	1
Number of Students Tested	16410	59
ETHNIC COMPOSITION		
American Indian or Alaskan Native	57	0
Asian or Pacific Islander	250	1
Black	4638	17
Hispanic	8171	29
White	14831	53
FREE/REDUCED PRICE MEAL PROGRAM	14188	51
CHAPTER I PROGRAMS		
Chapter I Regular Program	5157	18
Chapter I Migrant Remedial Mathematics Program	250	1
Chapter I Migrant Remedial Reading Program	415	1
Chapter I Migrant Remedial Writing Program	132	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	2175	8
Bilingual Program	1273	5
English as a Second Language Program	602	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	17197	62
Emotionally Disturbed	1433	5
Speech Handicapped	10943	39
Visually Handicapped	155	1
Other Handicapping Condition	1904	7
GIFTED/TALENTED PROGRAM	506	2
MODE OF ENTRY		
Alternative to Social Promotion	3569	13
Retained	1137	4
Promoted	23241	83
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	7743	28
Three Years or More	20204	72
AT-RISK STUDENTS	8769	31

PASS/FAIL SUMMARY BASED ON 16410 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	8668	53
Failed One Test Only	3974	24
Failed Two Tests Only	2136	13
Failed All Three Tests	1632	10

FIGURE 28

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90 — NON SPECIAL EDUCATION STUDENTS — REPORT DATE: APRIL 1990

STATEWIDE — DATE OF TESTING: FEBRUARY 1990 — GRADE: 03

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDER WHOLE NUMBERS	217604	94	14892
	2.PLACE VALUE	226360	97	6136
	3.NUMBER PATTERNS	214320	92	18176
	4.EXPANDED NOTATION	223516	96	8980
	5.FRACTIONAL PARTS	229125	99	3371
	6.ADDITION	222845	96	9651
	7.SUBTRACTION	213210	92	19286
	8.WORD PROBLEMS (+)	221781	95	10715
	9.WORD PROBLEMS (-)	219713	95	12783
	10.MEASUREMENT UNITS	199115	86	33381
	11.PICTORIAL MODELS	216376	93	16120
	STUDENTS TESTED: 232496 TOTAL MATHEMATICS:	214421	92	18075
	MATHEMATICS SCALED SCORE: 853			
READING	1.MAIN IDEA	202119	87	30067
	2.SIGHT WORDS	207362	89	24824
	3.CONTEXT CLUES	197691	85	34495
	4.WORD STRUCTURE	150765	65	81421
	5.PHONICS	195062	84	37124
	6.SPECIFIC DETAILS	215171	93	17015
	7.SEQUENCING OF EVENTS	213888	92	18298
	8.PREDICTING OUTCOMES	196575	85	35611
	9.TABLE OF CONTENTS	228768	99	3418
	STUDENTS TESTED: 232186 TOTAL READING:	199115	86	33071
	READING SCALED SCORE: 818			
WRITING	1.CAPITALIZATION	226299	99	2204
	2.PUNCTUATION	207260	91	21243
	3.SPELLING	218542	96	9961
	4.CORRECT ENGLISH USAGE	222586	97	5917
	5.SENTENCE STRUCTURE	210469	92	18034
	6.PROOFREADING	223895	98	4608
	DESCRIPTIVE WRITTEN COMPOSITION			
	RATING: 4 / 3 / 2 / 1 / 0			
	NUMBER: 22983 / 79524 / 87173 / 38312 / 511			
	PERCENT: 10 / 35 / 38 / 17 / 0			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 4336			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 11			
	STUDENTS TESTED: 228503 TOTAL WRITING:	179882	79	48621
	WRITING SCALED SCORE: 782			

GROUP CHARACTERISTICS BASED ON 235955 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT
Students Absent from All Tests	658	0
Students Exempt from All Tests : ARD	910	0
Students Exempt from All Tests : LEP	794	0
Other Students Not Tested	324	0
Number of Students Tested	233269	99
ETHNIC COMPOSITION		
American Indian or Alaskan Native	512	0
Asian or Pacific Islander	4946	2
Black	34219	15
Hispanic	75142	32
White	121136	51
FREE/REDUCED PRICE MEAL PROGRAM	98053	42
CHAPTER I PROGRAMS		
Chapter I Regular Program	40126	17
Chapter I Migrant Remedial Mathematics Program	2035	1
Chapter I Migrant Remedial Reading Program	3514	1
Chapter I Migrant Remedial Writing Program	1001	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	16842	7
Bilingual Program	11354	5
English as a Second Language Program	4335	2
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	18555	8
MODE OF ENTRY		
Alternative to Social Promotion	3660	2
Retained	4504	2
Promoted	227791	97
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	66541	28
Three Years or More	169414	72
AT-RISK STUDENTS	29474	12

PASS/FAIL SUMMARY BASED ON 233269 STUDENTS WHO TOOK ONE OR MORE TESTS		
Passed All Tests Taken	167179	72
Failed One Test Only	40652	17
Failed Two Tests Only	17199	7
Failed All Three Tests	8239	4

FIGURE 29

BEST COPY AVAILABLE

Student Demographic Report

Grade 3
February 1990

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TEXAS EDUCATION AGENCY — JUNE 28, 1990

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 : ONE-YEAR GAINS

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
ALL STUDENTS TESTED	249,679	70	849	815	779	1	-4	13	73,832
SEX									
MALE	126,926	67	849	808	767	3	-4	15	41,431
FEMALE	122,753	74	849	822	790	-1	-3	9	32,401
ETHNIC GROUP									
AMERICAN INDIAN	531	78	853	819	790	3	-6	16	119
ASIAN OR PACIFIC ISLANDER	4,769	81	891	841	807	4	-6	7	916
BLACK	35,964	61	807	786	759	-2	2	20	14,175
HISPANIC	78,568	60	828	778	751	1	1	13	31,525
WHITE	129,847	79	872	844	800	2	-9	10	27,097
FREE/REDUCED-PRICE MEAL PROGRAM									
PARTICIPANTS	103,440	59	819	776	750	-1	1	14	42,574
NON-PARTICIPANTS	146,239	79	870	842	799	3	-7	12	31,258
CHAPTER 1 REGULAR PROGRAM									
PARTICIPANTS	42,772	43	789	731	716	-5	2	13	24,315
NON-PARTICIPANTS	206,907	76	861	832	792	2	-4	13	49,517
CHAPTER 1 MIGRANT PROGRAMS									
REMEDIAL MATHEMATICS	2,137	39	790	728	694	-13	12	1	1,293
REMEDIAL READING	3,688	41	796	727	702	-8	12	8	2,179
REMEDIAL WRITING	1,047	43	803	732	708	-3	17	5	595
ELIGIBLE NON-PARTICIPANTS	2,084	57	834	770	739	2	3	10	898
NOT ELIGIBLE	243,588	71	850	816	780	1	-5	12	70,592
LIMITED ENGLISH PROFICIENCY									
LEP STUDENTS	17,029	39	796	717	701	2	10	12	10,445
NON-LEP STUDENTS	232,650	73	853	822	784	1	-5	12	63,387

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 : [illegible]-YEAR GAINS

JUNE 28, 1990

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990			-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990-			STUDENTS NEEDING REMEDIATION
			MATH	READING	WRITING	MATH	READING	WRITING	
STATEWIDE									
BILINGUAL/ESL PROGRAMS									
BILINGUAL	11,748	36	795	714	693	1	11	11	7,475
ESL (ENGLISH AS A SECOND LANG)	4,027	42	795	722	715	0	6	11	2,333
NEITHER BILINGUAL NOR ESL	233,904	73	853	821	784	1	-6	12	64,024
SPECIAL EDUCATION PROGRAMS									
LEARNING DISABILITY	7,997	45	752	691	670	-11	-26	-4	4,370
EMOTIONALLY DISTURBED	608	37	751	727	675	-29	-44	-13	385
SPEECH HANDICAPPED	8,518	59	821	780	749	-2	-7	9	3,469
VISUALLY HANDICAPPED	86	47	791	767	698	0	14	15	46
OTHER HANDICAPPING CONDITION	533	49	777	756	713	-17	-19	-6	272
NON-SPECIAL EDUCATION	233,269	72	853	818	782	2	-3	13	66,090
GIFTED AND TALENTED PROGRAM									
PARTICIPANTS	19,009	94	932	919	855	6	-5	9	1,222
NON-PARTICIPANTS	230,670	76	842	806	772	-1	-6	11	72,610
CONTINUOUS ENROLLMENT IN DISTRICT									
ONE YEAR	42,348	68	837	808	769	-2	-5	10	13,758
TWO YEARS	26,700	72	852	818	781	-1	-4	8	7,584
THREE YEARS	44,215	73	855	821	787	1	-8	14	11,965
FOUR YEARS	111,426	73	858	824	786	4	-2	15	29,766
MORE THAN FOUR YEARS	24,990	57	817	769	744	8	9	18	10,759
MODE OF ENTRY									
ALTERNATIVE TO SOCIAL PROMOTION	4,520	26	738	674	661	-8	-9	3	3,353
RETAINED	5,083	57	817	763	746	-3	-3	16	2,167
PROMOTED	240,076	72	852	818	781	1	-5	12	68,312
AT-RISK									
AT-RISK STUDENTS	33,299	46	789	734	719	-1	-2	11	18,082
NON AT-RISK STUDENTS	216,380	74	858	827	788	1	-4	13	55,750

District Demographic Report

Grade 3
February 1990

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
ADA GROUPINGS										
6	OVER 50,000	42,191	65	829	796	769	5	3	25	14,741
15	25,000 TO 49,999	42,314	72	857	821	777	1	-7	12	11,837
44	10,000 TO 24,999	59,560	72	854	819	783	1	-7	11	16,686
41	5,000 TO 9,999	23,204	69	849	810	775	0	-3	6	7,157
92	3,000 TO 4,999	29,608	75	860	828	790	2	-5	9	7,532
115	1,600 TO 2,999	20,090	71	848	815	781	0	-3	9	5,855
125	1,000 TO 1,599	12,802	70	848	813	778	0	-3	9	3,885
207	500 TO 999	11,899	70	846	815	777	-4	-7	4	3,590
410	UNDER 500	8,000	68	844	814	770	-4	-6	10	2,539
DISTRICT TYPE										
8	MAJOR URBAN	48,407	65	830	797	768	3	2	24	16,928
61	MAJOR SUBURBAN	71,416	74	861	826	786	2	-9	9	18,266
23	OTHER CENTRAL CITY	33,109	71	852	818	781	-1	-5	13	9,531
74	OTHER CC SUBURBAN	21,832	68	848	810	773	-4	-5	10	6,955
65	INDEPENDENT TOWN	22,903	72	852	817	786	5	-3	9	6,369
81	NON-METRO FAST GROWING	7,487	69	855	820	775	7	3	17	2,285
271	NON-METRO STABLE	33,229	70	847	814	779	-2	-5	7	9,985
472	RURAL	11,285	69	845	815	772	-5	-6	4	3,503
WEALTH (MEDIAN=$157,104)										
105	UNDER $82,513	26,338	61	837	789	753	3	6	17	10,363
105	$82,513 TO $99,523	14,689	64	837	801	762	0	-2	10	5,242
105	$99,524 TO $115,679	10,294	70	842	810	775	-4	-7	9	3,120
106	$115,680 TO $133,839	22,067	65	839	802	762	-1	-7	13	7,818
105	$133,840 TO $157,103	26,545	73	851	819	786	1	-8	12	7,210
105	$157,104 TO $181,840	30,621	72	851	821	784	0	-7	10	8,436
106	$181,841 TO $220,234	33,535	74	859	825	788	1	-5	7	8,703
105	$220,235 TO $287,975	43,317	72	845	818	782	6	1	24	12,330
105	$287,976 TO $443,845	35,174	75	860	823	791	-2	-9	6	8,939
103	OVER $443,845	6,778	77	865	833	793	0	-11	0	1,586
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75
WEALTH (ST AVG=$205,696)										
698	UNDER $205,696	149,086	68	846	810	773	0	-4	11	46,999
352	OVER $205,696	100,272	73	853	822	787	2	-3	14	26,748
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
WEALTH BY EQUAL RADA PER GROUP										
25	UNDER $51,611	12,201	61	846	792	750	5	12	19	4,796
70	$51,611 TO < $79,599	12,583	59	826	782	752	-2	-3	14	5,145
75	$79,599 TO < $93,431	11,409	63	837	797	758	1	-2	10	4,169
113	$93,431 TO < $111,174	12,511	70	842	812	776	-2	-2	11	3,753
82	$111,174 TO < $124,674	12,177	65	838	805	764	-2	-4	12	4,258
56	$124,674 TO < $133,840	12,507	65	840	800	763	0	-11	13	4,422
63	$133,840 TO < $147,075	12,407	71	850	820	779	-5	-9	5	3,555
40	$147,075 TO < $156,339	12,078	73	848	817	788	3	-8	18	3,291
32	$156,339 TO < $163,010	13,185	75	856	823	793	8	-1	18	3,305
39	$163,010 TO < $174,981	13,073	71	844	818	779	-6	-10	5	3,770
58	$174,981 TO < $190,253	12,913	73	860	824	787	-2	-10	6	3,453
49	$190,253 TO < $206,247	12,794	75	863	826	788	-1	-10	4	3,252
29	$206,247 TO < $217,719	13,190	74	853	823	787	3	-1	9	3,484
48	$217,719 TO < $244,860	12,605	77	864	831	794	0	-5	22	2,962
41	$244,860 TO < $268,755	9,342	72	850	822	786	-1	-14	8	2,626
1	$268,755 TO < $269,138	13,510	65	814	796	767	18	22	44	4,730
33	$269,138 TO < $298,578	12,953	75	865	831	786	0	-11	0	3,240
53	$298,578 TO < $367,048	12,553	73	858	823	784	3	-6	9	3,351
13	$367,048 TO < $388,497	13,198	75	858	818	801	-10	-10	11	3,251
130	$388,497 AND OVER	12,171	76	865	834	790	2	-9	0	2,934
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75
TOTAL TAX EFFORT (ST AVG=$0.9592)										
261	UNDER 0.8080	32,828	66	846	805	765	1	0	12	11,198
263	0.8080 TO UNDER 0.9712	96,912	70	844	811	778	3	-1	15	29,513
263	0.9712 TO UNDER 1.1289	69,955	72	852	817	781	-1	-9	9	19,897
263	1.1289 AND OVER	49,663	74	858	825	786	2	-6	13	13,139
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75
M&O EFF. TAX EFFORT (MEDIAN=$0.8123)										
261	UNDER 0.6767	44,493	65	844	802	764	2	0	14	15,523
263	0.6767 TO 0.8122	92,561	71	846	815	781	3	0	14	26,798
263	0.8123 TO 0.9647	68,673	72	854	820	783	0	-9	11	19,146
263	OVER 0.9647	43,631	72	852	819	782	-2	-9	9	12,280
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75
M&O EFF. TAX EFFORT (ST AVG=$0.8140)										
528	UNDER 0.8140	137,555	69	846	811	776	3	0	14	42,455
522	OVER 0.8140	111,803	72	853	820	782	-1	-8	10	31,292
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
APR GROUPS: ENROLL¦WEALTH¦% LOW INC										
190	<1K ¦ < AVG. ¦ <40%	7,397	74	854	825	787	-1	-5	13	1,958
190	<1K ¦ < AVG. ¦ >=40	6,099	63	831	799	759	-10	-9	3	2,272
124	<1K ¦ > AVG. ¦ <40%	3,363	74	862	829	786	-2	-8	-2	862
97	<1K ¦ > AVG. ¦ >=40	1,935	63	831	798	752	2	-5	9	724
90	1K TO < 3K ¦ < AVG. ¦ <40%	11,551	74	855	822	787	1	-8	8	3,037
85	1K TO < 3K ¦ < AVG. ¦ >=40	11,096	65	835	797	768	-1	1	8	3,912
41	1K TO < 3K ¦ > AVG. ¦ <40%	5,523	76	857	830	796	0	-5	11	1,340
25	1K TO < 3K ¦ > AVG. ¦ >=40	3,125	69	846	812	771	-9	0	-2	981
64	3K TO < 10K ¦ < AVG. ¦ <40%	22,752	75	858	828	792	0	-7	11	5,625
37	3K TO < 10K ¦ < AVG. ¦ >=40	14,707	63	840	793	762	1	2	14	5,384
35	3K TO < 10K ¦ > AVG. ¦ <40%	13,803	76	865	837	791	0	-7	0	3,244
4	3K TO < 10K ¦ > AVG. ¦ >=40	1,591	68	843	810	776	-8	-5	3	503
22	>10K ¦ < AVG. ¦ <40%	40,123	72	853	820	782	-1	-10	8	11,091
20	>10K ¦ < AVG. ¦ >=40	35,361	61	834	791	753	1	-2	16	13,720
19	>10K ¦ > AVG. ¦ <40%	34,072	78	873	838	795	2	-11	10	7,503
7	>10K ¦ > AVG. ¦ >=40	36,860	69	832	803	780	5	4	25	11,591
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75
SPTB HIGHEST CATEGORY										
328	RESIDENTIAL	146,660	72	855	820	780	3	-4	12	41,640
332	LAND	12,068	66	840	805	765	-4	-7	12	4,136
188	OIL AND GAS	13,964	66	839	802	768	-8	-9	-4	4,695
202	BUSINESS	76,666	70	842	808	780	1	-3	15	23,276
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)										
290	NO SMALL/SPARSE ADJUSTMENT	213,765	71	849	815	779	1	-4	13	62,773
192	UNDER 22.0%	18,952	70	846	813	778	0	-5	8	5,762
191	22.0% TO UNDER 31.4%	9,013	71	849	819	780	-4	-3	9	2,634
192	31.4% TO UNDER 36.8%	4,413	66	840	809	765	-2	-5	6	1,507
190	36.8% AND OVER	3,525	67	844	811	767	-11	-15	1	1,146
PDI LEVEL (MEDIAN=1.07)										
265	UNDER 1.05	7,506	73	851	824	787	-2	-6	10	2,033
124	1.05 TO UNDER 1.06	6,350	74	852	824	789	-4	-11	7	1,674
246	1.06 TO UNDER 1.08	20,342	73	853	821	785	-1	-6	5	5,575
243	1.08 TO 1.11	44,567	72	851	821	784	1	-7	7	12,324
177	1.11 AND OVER	170,903	69	848	812	776	2	-2	15	52,218

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 11, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
OPERATING COST/RADA (ST AVG= $3,814)										
211	UNDER $3,467	62,262	72	854	820	781	1	-4	10	17,384
213	$3,467 TO $3,801	81,547	69	850	814	776	1	-5	10	24,890
211	$3,802 TO $4,210	60,319	68	839	806	774	5	0	23	19,170
212	$4,211 TO $4,911	36,872	73	854	819	789	-5	-8	8	9,981
208	OVER $4,911	8,668	72	857	827	777	-1	-5	1	2,397
ESC REGION										
37	I EDINBURG	16,901	61	844	789	753	4	9	14	6,507
44	II CORPUS CHRISTI	8,165	74	858	823	789	2	-2	14	2,099
41	III VICTORIA	4,268	68	849	810	778	-5	-7	1	1,372
55	IV HOUSTON	51,985	71	845	817	779	3	0	23	14,936
29	V BEAUMONT	6,501	72	843	821	785	-3	-1	14	1,820
57	VI HUNTSVILLE	7,814	69	848	814	778	-5	-15	2	2,413
98	VII KILGORE	11,230	74	853	829	791	3	-1	1	2,969
48	VIII MT PLEASANT	3,926	76	854	833	795	4	1	15	955
40	IX WICHITA FALLS	3,099	74	847	818	795	-7	-15	5	806
79	X RICHARDSON	33,044	77	865	829	799	-1	-7	12	7,554
77	XI FORT WORTH	23,610	73	854	823	787	4	-8	13	6,342
78	XII WACO	8,648	70	843	816	777	-4	-6	20	2,575
56	XIII AUSTIN	14,255	75	860	827	789	5	-9	5	3,563
47	XIV ABILENE	3,580	72	855	822	781	-2	-10	1	1,003
45	XV SAN ANGELO	3,661	69	840	812	772	-11	-16	-7	1,136
68	XVI AMARILLO	6,059	74	860	824	785	2	-8	-8	1,584
61	XVII LUBBOCK	6,495	70	841	810	781	5	-4	20	1,926
33	XVIII MIDLAND	6,362	68	837	806	776	-9	-2	3	2,027
12	XIX EL PASO	8,998	53	818	779	727	0	4	17	4,220
50	XX SAN ANTONIO	21,067	62	839	791	757	0	-9	7	8,015
TEAMS: PCT PASSING ALL TESTS TAKEN										
79	UNDER 60%	9,713	45	808	756	711	-7	2	2	5,337
368	60% TO UNDER 75%	122,091	66	836	801	768	1	-2	15	41,992
546	75% TO UNDER 90%	112,623	77	865	832	795	2	-8	10	25,701
62	90% AND OVER	5,241	85	891	862	812	-6	-15	9	792
DENSITY (ST AVG=11.34 RADA/SQ MI)										
565	LESS THAN 5	24,874	67	843	807	770	-4	-4	4	8,146
278	5 TO UNDER 20	38,242	71	849	815	780	1	-4	9	11,276
116	20 TO UNDER 100	43,874	72	853	819	783	0	-5	11	12,298
91	100 AND OVER	142,368	70	849	815	778	2	-3	15	42,027
5	SPECIAL DISTRICTS	310	76	846	820	786	2	-9	8	75

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 : ONE-YEAR GAINS

JULY 11, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
461	DECLINING RADA	68,208	69	845	810	778	-2	-6	11	21,285
312	0% TO UNDER 3%	114,369	70	847	814	776	3	-2	13	34,447
166	3% TO UNDER 6%	49,246	74	860	824	787	-1	-8	9	12,851
68	6% TO UNDER 10%	14,410	71	851	814	778	7	1	23	4,192
48	10% AND OVER	3,435	70	848	815	776	6	3	22	1,047
PCT BLACK PUPILS (ST AVG=14.50%)										
624	UNDER 5%	88,351	68	850	810	770	0	-3	10	28,157
136	5% TO UNDER 10%	48,544	76	862	830	795	4	-6	11	11,442
149	10% TO UNDER 20%	49,134	71	851	816	777	-1	-10	9	14,457
73	20% TO UNDER 30%	15,140	72	852	819	785	0	-3	10	4,204
61	30% TO UNDER 50%	44,091	68	833	805	778	2	2	21	13,905
12	50% AND OVER	4,408	62	819	810	762	-12	-4	11	1,657
PCT HISPANIC PUPILS (ST AVG=33.10%)										
311	UNDER 5%	31,236	74	857	831	790	0	-6	8	8,051
170	5% TO UNDER 10%	41,659	75	862	833	790	2	-9	10	10,239
170	10% TO UNDER 20%	37,280	76	860	828	791	1	-7	13	9,088
100	20% TO UNDER 30%	34,274	72	852	818	784	-2	-8	7	9,448
127	30% TO UNDER 50%	55,913	69	839	807	778	3	0	17	17,114
177	50% AND OVER	49,306	60	833	786	750	0	1	14	19,882
PCT MINORITY PUPILS (ST AVG=49.70%)										
113	UNDER 5%	6,057	76	862	836	792	-1	-7	2	1,448
123	5% TO UNDER 10%	11,481	76	864	838	793	5	-4	11	2,785
202	10% TO UNDER 20%	30,331	77	866	834	795	2	-11	12	6,840
142	20% TO UNDER 30%	34,418	76	866	834	792	2	-9	11	8,147
230	30% TO UNDER 50%	53,406	72	853	820	784	-2	-8	5	14,712
245	50% AND OVER	113,975	65	835	798	766	1	1	17	39,890
PERCENT LOW INCOME (ST AVG=39.75%)										
152	UNDER 20%	57,991	79	871	840	798	3	-9	10	12,385
212	20% TO UNDER 30%	31,401	76	865	831	793	0	-8	6	7,440
225	30% TO UNDER 40%	49,489	70	846	814	776	-2	-8	8	14,901
294	40% TO UNDER 60%	70,621	69	836	806	778	2	0	18	22,204
117	60% TO UNDER 80%	23,194	60	831	789	751	-3	2	12	9,273
55	80% AND OVER	16,972	55	830	774	738	1	3	19	7,619

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

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FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
266	UNDER 9.7 YEARS	38,614	69	849	810	774	4	0	20	11,966
259	9.7 TO UNDER 11.1 YEARS	58,874	71	853	816	778	-2	-8	6	17,129
260	11.1 TO UNDER 12.3 YEARS	95,693	71	848	817	778	3	-3	13	27,887
270	12.3 YEARS AND OVER	56,487	70	846	812	783	-1	-6	11	16,840
AVG. TEACHER SALARY (ST AVG=$25,845)										
263	UNDER $23,176	11,130	67	839	809	768	-3	-7	5	3,666
265	$23,176 TO UNDER $24,237	29,815	71	847	816	780	-3	-9	11	8,752
265	$24,237 TO UNDER $25,425	58,847	70	848	813	778	2	-4	10	17,748
262	$25,425 AND OVER	149,876	71	851	815	780	2	-3	15	43,656
PCT MINORITY TCHRS (ST AVG=22.30%)										
597	UNDER 5%	72,645	76	865	834	793	2	-10	10	17,100
183	5% TO UNDER 10%	37,939	74	858	823	789	-1	-6	8	9,728
126	10% TO UNDER 20%	40,126	70	846	813	778	-2	-10	7	11,886
44	20% TO UNDER 30%	21,887	69	843	812	773	-2	-6	9	6,776
47	30% TO UNDER 50%	39,313	66	836	799	770	-3	-3	12	13,533
58	50% AND OVER	37,758	61	828	788	753	7	10	25	14,799
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
263	UNDER 19.0%	22,504	63	838	793	763	1	2	14	8,249
265	19.0% TO UNDER 26.7%	49,024	67	845	808	768	-1	-4	13	16,099
264	26.7% TO UNDER 34.9%	83,287	72	851	818	781	-1	-8	8	23,723
263	34.9% AND OVER	94,853	73	852	821	786	4	-2	16	25,751
1,055	STATE TOTAL	249,668	70	849	815	779	1	-4	13	73,822

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

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Section VIII

Grade 3-Spanish Results

Four Year Summary

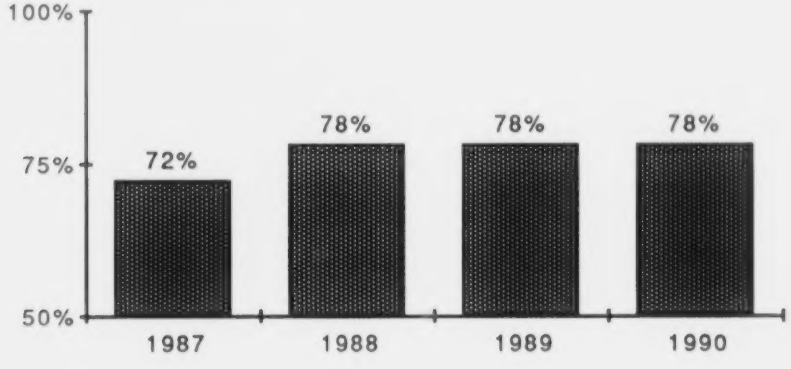
Seventy-eight percent of the third graders taking the Spanish version TEAMS tests passed all tests taken in February 1990, as compared with seventy-two percent in 1987. Since the initial Grade 3-Spanish administration in February 1987, the number of students tested on the Grade 3-Spanish test has almost doubled, yet the percent of students passing all tests taken has improved six percentage points. Statewide performance results for the Grade 3-Spanish test are shown in the following chart.

Summary of Grade 3-Spanish Student Performance

Year	Total Tested	Mastered All Tests Taken	Failed 1 or 2 Tests	Failed All 3 Tests
1987	3,717	2,685 (72%)	768 (21%)	264 (7%)
1988	4,462	3,468 (78%)	777 (18%)	217 (5%)
1989	4,485	3,492 (78%)	782 (17%)	211 (5%)
1990	6,520	5,091 (78%)	1,105 (17%)	324 (5%)

As shown below, the Grade 3-Spanish mastery rate has remained unchanged since the February 1988 TEAMS administration.

Percent of Students Passing All Tests Taken



In February 1990, the mathematics mastery rate gained five percentage points, and the scaled score improved twenty-three points since February 1987. In both the reading and writing subject areas, the mastery rates improved three percentage points since February 1987. The reading scaled score has gained twenty scaled score points and the writing scaled score has improved twenty-three points since 1987. The chart below shows statewide student performance for third graders taking the Spanish version test in the subject areas of mathematics, reading, and writing.

	1987	1988	1989	1990
Mathematics	79%	84%	84%	84%
Reading	86%	88%	88%	89%
Writing	86%	90%	89%	89%

February 1990 Summary

In February 1990, seventy-eight percent of the third graders taking the Spanish version TEAMS test passed all tests taken. It should be noted that performance results on the English and Spanish version tests are not directly comparable. The Grade 3-Spanish test does not include a written composition, and the reading and writing subject area tests assess several different objectives on the English and Spanish version tests, since certain language arts objectives from the English version are inappropriate for a Spanish test.

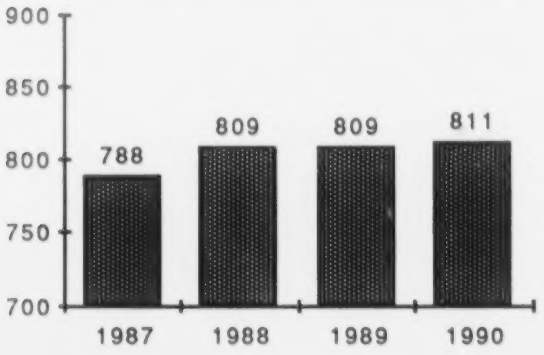
Student Performance by Subject Area
February 1990

	Total Tested	Mastered the Test	Scaled Score
Mathematics	6,472	5,426(84%)	811
Reading	6,452	5,759(89%)	831
Writing	6,365	5,647(89%)	836

The Grade 3-Spanish version mathematics test consisted of the identical test items assessed during the February 1988 administration. Performance in only four of the eleven mathematics objectives improved since February 1988. Two mathematics objectives, ordenar numeros and restas, posted the greatest improvement in objective-level mastery, gaining three percentage points since February 1988. The mathematics subject area mastery in February 1990 remained at eighty-four percent, compared with February 1988 results.

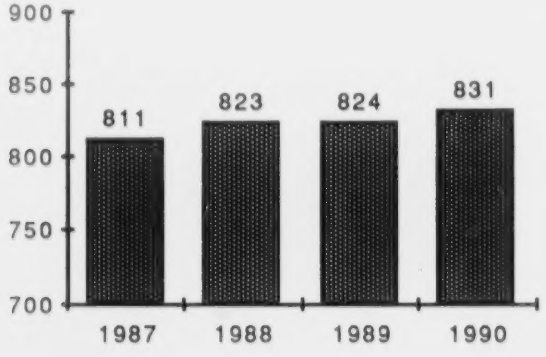
In February 1990, eighty-four percent of the students demonstrated mastery on the Grade 3-Spanish version mathematics test. Since the 1987 administration, Grade 3 students taking the Spanish version test have gained twenty-three scaled score points in mathematics, as shown in the graph on the following page.

Grade 3-Spanish Mathematics Scaled Score



Eighty-nine percent of the students demonstrated mastery on the Grade 3-Spanish version reading test, a one percentage point improvement since February 1989. As shown below, the statewide average scaled score has improved twenty scaled score points since 1987. Grade 3 students taking the Spanish version reading test improved objective-level mastery in seven of the nine objectives, compared with February 1989 results. Three reading objectives, palabras compuestas, analisis fonetico, and detalles especificos, gained six percentage points in mastery since 1989.

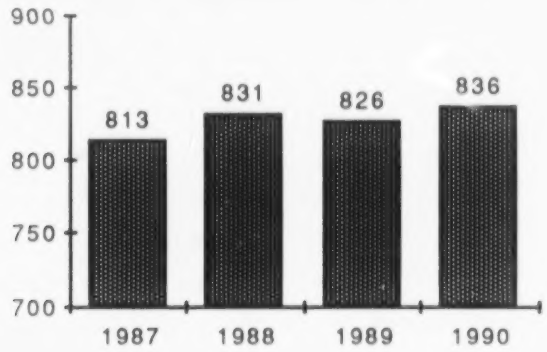
Grade 3-Spanish Reading Scaled Score



In writing, eighty-nine percent of the third graders demonstrated mastery on the Spanish version writing test in February 1990. Since 1987, the Grade 3-Spanish writing scaled score has improved twenty-three scaled score points. The Grade 3-Spanish writing test does not include a written composition.

Compared with February 1989 results, objective-level mastery improved in each of the six writing objectives. Two Spanish version writing objectives, uso de conjunciones and corregir, showed the most improvement in mastery, gaining eleven and twelve percentage points, respectively.

Grade 3-Spanish Writing Scaled Score



Students not participating in either a bilingual or an English as a Second Language program achieved the largest scaled score gains in mathematics (31 points) and reading (26 points). In writing, students in a bilingual program achieved an eleven point scaled score gain, as compared with February 1989 results. Assessment results for Grade 3 students taking the Spanish version TEAMS test, shown below, are aggregated by enrollment either in a bilingual program or in an English as Second Language (ESL) program.

Scaled Scores by Program

Bilingual/ESL Program	1987	1988	1989	1990
Bilingual				
Mathematics	794	814	816	816
Reading	820	830	832	837
Writing	823	839	833	844
ESL				
Mathematics	759	758	762	759
Reading	751	736	766	775
Writing	751	749	765	773
Neither Bilingual Nor ESL				
Mathematics	760	762	777	808
Reading	787	789	801	827
Writing	784	795	801	812

Texas Education Code Section 21.557 mandates remediation for students not attaining the established mastery standard. The third grade Spanish version TEAMS test identified 1,429 students (22 percent of those tested) who require remediation in essential skills.

Grade 3-Spanish Students Requiring Remediation
February 1990

Failed One Test Only	725	11%
Failed Two Tests Only	380	6%
Failed All Three Tests	324	5%
Total	1429	22%

Figure 30 displays the statewide all student summary report for students taking the Grade 3-Spanish version test in February 1990. Figures 31 and 32 display the statewide special education and nonspecial education summary reports for February 1990.

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

ALL STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 03-SPANISH

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDENAR NUMEROS	4962	77	1510
	2.VALOR DE POSICION	4527	70	1945
	3.NUMERACION	5975	92	497
	4.NUMEROS EN FORMA DESARROLLADA	5636	87	836
	5.FRACCIONES	5876	91	596
	6.SUMAS	5798	90	674
	7.RESTAS	5035	78	1437
	8.PROBLEMAS RAZONADOS (+)	5702	88	770
	9.PROBLEMAS RAZONADOS (-)	4781	74	1691
	10.UNIDADES DE MEDIDA	4140	64	2332
	11.MODELOS VISUALES	6117	95	355
	STUDENTS TESTED: 6472 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 811	5426	84	1046
READING	1.IDEA PRINCIPAL	4743	74	1709
	2.RECONOCIMIENTO DE PALABRAS	5307	82	1145
	3.CLAVES DE CONTEXTO	4599	71	1853
	4.PALABRAS COMPUESTAS	5193	80	1259
	5.ANALISIS FONETICO	4996	77	1456
	6.DETALLES ESPECIFICOS	5071	79	1381
	7.SECUENCIA DE EVENTOS	4994	77	1458
	8.ANTICIPANDO DESENLACES	5082	79	1370
	9.TABLA DE CONTENIDO	5827	90	625
	STUDENTS TESTED: 6452 TOTAL READING: READING SCALED SCORE: 831	5759	89	693
WRITING	1.USO DE MAYUSCULAS	4844	76	1521
	2.PUNTUACION	4773	75	1592
	3.ORTOGRAFIA	4585	72	1780
	4.CONCORDANCIA DE SUJETO Y VERBO	5466	86	899
	5.USO DE CONJUNCIONES	5129	81	1236
	6.ESTRUCTURA DE ORACIONES	5117	80	1248
	7.CORREGIR	4995	78	1370
	STUDENTS TESTED: 6365 TOTAL WRITING: WRITING SCALED SCORE: 836	5647	89	718

GROUP CHARACTERISTICS

BASED ON 6811 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from All Tests	39	1
Students Exempt from All Tests : ARD	224	3
Other Students Not Tested	28	0
Number of Students Tested	6520	96
ETHNIC COMPOSITION		
American Indian or Alaskan Native	2	0
Asian or Pacific Islander	5	0
Black	12	0
Hispanic	6783	100
White	9	0
FREE/REDUCED PRICE MEAL PROGRAM	6125	90
CHAPTER I PROGRAMS		
Chapter I Regular Program	3203	47
Chapter I Migrant Remedial Mathematics Program	162	2
Chapter I Migrant Remedial Reading Program	257	4
Chapter I Migrant Remedial Writing Program	96	1
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	6811	100
Bilingual Program	5901	87
English as a Second Language Program	575	8
SPECIAL EDUCATION PROGRAMS		
Learning Disability	131	2
Emotionally Disturbed	3	0
Speech Handicapped	149	2
Visually Handicapped	0	0
Other Handicapping Condition	7	0
GIFTED/TALENTED PROGRAM	29	0
MODE OF ENTRY		
Alternative to Social Promotion	698	10
Retained	324	5
Promoted	5789	85
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	3699	54
Three Years or More	3112	46
AT-RISK STUDENTS	2058	30

PASS/FAIL SUMMARY

BASED ON 6520 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	5091	78
Failed One Test Only	725	11
Failed Two Tests Only	380	6
Failed All Three Tests	324	5

FIGURE 30

BEST COPY AVAILABLE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

STATEWIDE

SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

GRADE: 03-SPANISH

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDENAR NUMEROS	132	69	60
	2.VALOR DE POSICION	127	66	65
	3.NUMERACION	175	91	17
	4.NUMEROS EN FORMA DESARROLLADA	166	86	26
	5.FRACCIONES	174	91	18
	6.SUMAS	168	88	24
	7.RESTAS	135	70	57
	8.PROBLEMAS RAZONADOS (+)	152	79	40
	9.PROBLEMAS RAZONADOS (-)	139	72	53
	10.UNIDADES DE MEDIDA	100	52	92
	11.MODELOS VISUALES	177	92	15
	STUDENTS TESTED: 192 TOTAL MATHEMATICS:	147	77	45
	MATHEMATICS SCALED SCORE: 778			
READING	1.IDEA PRINCIPAL	110	68	51
	2.RECONOCIMIENTO DE PALABRAS	116	72	45
	3.CLAVES DE CONTEXTO	88	55	73
	4.PALABRAS COMPUESTAS	115	71	46
	5.ANALISIS FONETICO	103	64	58
	6.DETALLES ESPECIFICOS	109	68	52
	7.SECUENCIA DE EVENTOS	108	67	53
	8.ANTICIPANDO DESENLACES	110	68	51
	9.TABLA DE CONTENIDO	144	89	17
	STUDENTS TESTED: 161 TOTAL READING:	133	83	28
	READING SCALED SCORE: 799			
WRITING	1.USO DE MAYUSCULAS	125	78	36
	2.PUNTUACION	125	78	36
	3.ORTOGRAFIA	112	70	49
	4.CONCORDANCIA DE SUJETO Y VERBO	126	78	35
	5.USO DE CONJUNCIONES	117	73	44
	6.ESTRUCTURA DE ORACIONES	115	71	46
	7.CORREGIR	118	73	43
	STUDENTS TESTED: 161 TOTAL WRITING:	143	89	18
	WRITING SCALED SCORE: 815			

GROUP CHARACTERISTICS

BASED ON 271 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from All Tests	1	0
Students Exempt from All Tests : ARD	74	27
Other Students Not Tested	1	0
Number of Students Tested	195	72
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	1	0
Black	0	0
Hispanic	270	100
White	0	0
FREE/REDUCED PRICE MEAL PROGRAM	264	97
CHAPTER I PROGRAMS		
Chapter I Regular Program	143	53
Chapter I Migrant Remedial Mathematics Program	9	3
Chapter I Migrant Remedial Reading Program	11	4
Chapter I Migrant Remedial Writing Program	9	3
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	271	100
Bilingual Program	244	90
English as a Second Language Program	14	5
SPECIAL EDUCATION PROGRAMS		
Learning Disability	131	48
Emotionally Disturbed	3	1
Speech Handicapped	149	55
Visually Handicapped	0	0
Other Handicapping Condition	7	3
GIFTED/TALENTED PROGRAM	0	0
MODE OF ENTRY		
Alternative to Social Promotion	60	22
Retained	14	5
Promoted	197	73
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	71	26
Three Years or More	200	74
AT-RISK STUDENTS	105	39

PASS/FAIL SUMMARY

BASED ON 195 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	132	68
Failed One Test Only	44	23
Failed Two Tests Only	10	5
Failed All Three Tests	9	5

FIGURE 31

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

06/07/90

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: APRIL 1990

DATE OF TESTING: FEBRUARY 1990

STATEWIDE

GRADE: 03-SPANISH

SUBJECT AREAS TESTED	TEST PERFORMANCE OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ORDENAR NUMEROS	4830	77	1450
	2.VALOR DE POSICION	4400	70	1880
	3.NUMERACION	5800	92	480
	4.NUMEROS EN FORMA DESARROLLADA	5470	87	810
	5.FRACCIONES	5702	91	578
	6.SUMAS	5630	90	650
	7.RESTAS	4900	78	1380
	8.PROBLEMAS RAZONADOS (+)	5550	88	730
	9.PROBLEMAS RAZONADOS (-)	4642	74	1638
	10.UNIDADES DE MEDIDA	4040	64	2240
	11.MODELOS VISUALES	5940	95	340
	STUDENTS TESTED: 6280 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 812	5279	84	1001
READING	1.IDEA PRINCIPAL	4633	74	1658
	2.RECONOCIMIENTO DE PALABRAS	5191	83	1100
	3.CLAVES DE CONTEXTO	4511	72	1780
	4.PALABRAS COMPUESTAS	5078	81	1213
	5.ANALISIS FONETICO	4893	78	1398
	6.DETALLES ESPECIFICOS	4962	79	1329
	7.SECUENCIA DE EVENTOS	4886	78	1405
	8.ANTICIPANDO DESENLACES	4972	79	1319
	9.TABLA DE CONTENIDO	5683	90	608
	STUDENTS TESTED: 6291 TOTAL READING: READING SCALED SCORE: 832	5626	89	665
WRITING	1.USO DE MAYUSCULAS	4719	76	1485
	2.PUNTUACION	4648	75	1556
	3.ORTOGRAFIA	4473	72	1731
	4.CONCORDANCIA DE SUJETO Y VERBO	5340	86	864
	5.USO DE CONJUNCIONES	5012	81	1192
	6.ESTRUCTURA DE ORACIONES	5002	81	1202
	7.CORREGIR	4877	79	1327
	STUDENTS TESTED: 6204 TOTAL WRITING: WRITING SCALED SCORE: 837	5504	89	700

GROUP CHARACTERISTICS

BASED ON 6540 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from All Tests	38	1
Students Exempt from All Tests : ARD	150	2
Other Students Not Tested	27	0
Number of Students Tested	6325	97
ETHNIC COMPOSITION		
American Indian or Alaskan Native	2	0
Asian or Pacific Islander	4	0
Black	12	0
Hispanic	6513	100
White	9	0
FREE/REDUCED PRICE MEAL PROGRAM	5861	90
CHAPTER I PROGRAMS		
Chapter I Regular Program	3060	47
Chapter I Migrant Remedial Mathematics Program	153	2
Chapter I Migrant Remedial Reading Program	246	4
Chapter I Migrant Remedial Writing Program	87	1
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	6540	100
Bilingual Program	5657	86
English as a Second Language Program	561	9
SPECIAL EDUCATION PROGRAMS		
Learning Disability	0	0
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	29	0
MODE OF ENTRY		
Alternative to Social Promotion	638	10
Retained	310	5
Promoted	5592	86
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	3628	55
Three Years or More	2912	45
AT-RISK STUDENTS	1953	30

PASS/FAIL SUMMARY

BASED ON 6325 STUDENTS WHO TOOK ONE OR MORE TESTS

Passed All Tests Taken	4959	78
Failed One Test Only	681	11
Failed Two Tests Only	370	6
Failed All Three Tests	315	5

FIGURE 32

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Student Demographic Report

Grade 3-Spanish
February 1990

TEXAS EDUCATION AGENCY

JUNE 29, 1990

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 SPANISH: ONE-YEAR GAINS

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
ALL STUDENTS TESTED	6,520	78	811	831	836	2	7	10	1,429
SEX									
MALE	3,386	76	808	822	823	2	10	12	819
FEMALE	3,134	81	815	841	850	3	4	9	610
ETHNIC GROUP									
AMERICAN INDIAN	2	*	*	*	*	*	*	*	*
ASIAN OR PACIFIC ISLANDER	5	80	858	861	853	-40	-28	-50	1
BLACK	12	58	801	791	797	-43	-51	-59	5
HISPANIC	6,492	78	811	831	836	2	7	11	1,421
WHITE	9	78	796	875	865	-12	96	49	2
FREE/REDUCED-PRICE MEAL PROGRAM									
PARTICIPANTS	5,872	78	812	832	838	1	7	10	1,264
NON-PARTICIPANTS	648	75	803	825	824	10	10	13	165
CHAPTER 1 REGULAR PROGRAM									
PARTICIPANTS	3,084	80	815	834	841	0	4	10	603
NON-PARTICIPANTS	3,436	76	808	829	832	4	9	10	826
CHAPTER 1 MIGRANT PROGRAMS									
REMEDIAL MATHEMATICS	156	49	769	754	750	-5	-19	-41	80
REMEDIAL READING	248	55	780	778	774	0	-3	-15	111
REMEDIAL WRITING	93	46	772	758	757	16	-1	0	50
ELIGIBLE NON-PARTICIPANTS	111	69	792	799	800	23	20	1	34
NOT ELIGIBLE	6,146	79	813	834	839	2	7	11	1,280
LIMITED ENGLISH PROFICIENCY									
LEP STUDENTS	6,520	78	811	831	836	2	7	10	1,429

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3 SPANISH: ONE-YEAR GAINS

JUNE 29, 1990

WHERE "NUMBER TESTED" IS FEWER THAN 5, RESULTS ARE REPORTED AS "*"

STATEWIDE	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING REMEDIATION
BILINGUAL/ESL PROGRAMS									
BILINGUAL	5,648	80	816	837	844	0	5	11	1,119
ESL (ENGLISH AS A SECOND LANG)	552	58	759	775	773	-3	9	8	230
NEITHER BILINGUAL NOR ESL	320	75	808	827	812	31	26	11	80
SPECIAL EDUCATION PROGRAMS									
LEARNING DISABILITY	65	54	726	770	792	-52	-3	23	30
EMOTIONALLY DISTURBED	3	*	*	*	*	*	*	*	*
SPEECH HANDICAPPED	136	74	802	805	825	38	13	33	36
VISUALLY HANDICAPPED	0	*	*	*	*	*	*	*	*
OTHER HANDICAPPING CONDITION	1	*	*	*	*	*	*	*	*
NON-SPECIAL EDUCATION	6,325	78	812	832	837	2	7	10	1,366
GIFTED AND TALENTED PROGRAM									
PARTICIPANTS	29	100	869	890	937	6	31	26	0
NON-PARTICIPANTS	6,491	88	811	831	836	2	7	11	1,429
CONTINUOUS ENROLLMENT IN DISTRICT									
ONE YEAR	2,534	73	795	824	814	-6	1	4	689
TWO YEARS	957	83	832	845	847	19	21	24	159
THREE YEARS	960	77	813	821	837	-11	-17	-11	220
FOUR YEARS	1,467	82	819	840	856	-2	13	3	263
MORE THAN FOUR YEARS	602	84	824	835	860	31	42	34	98
MODE OF ENTRY									
ALTERNATIVE TO SOCIAL PROMOTION	631	62	769	792	789	-1	0	-1	240
RETAINED	305	77	817	827	822	1	-6	6	69
PROMOTED	5,584	80	816	836	842	2	8	11	1,120
AT-RISK									
AT-RISK STUDENTS	1,936	72	796	811	818	6	9	13	534
NON AT-RISK STUDENTS	4,584	80	817	839	844	1	7	11	895

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District Demographic Report

Grade 3-Spanish
February 1990

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3-SPANISH : ONE-YEAR GAINS

JULY 20, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
ADA GROUPINGS										
6	OVER 50,000	3,011	82	818	838	847	10	11	18	552
15	25,000 TO 49,999	1,396	81	814	844	845	-2	13	9	268
40	10,000 TO 24,999	1,056	80	818	835	841	-6	0	12	212
30	5,000 TO 9,999	432	72	795	806	819	-6	3	1	123
47	3,000 TO 4,999	249	63	793	793	791	-4	-20	-7	92
34	1,600 TO 2,999	112	61	777	784	789	12	12	6	44
32	1,000 TO 1,599	170	52	766	778	733	-20	-30	-61	82
32	500 TO 999	63	41	723	748	736	-6	-16	0	37
30	UNDER 500	31	39	728	760	724	34	15	-20	19
DISTRICT TYPE										
8	MAJOR URBAN	3,576	82	819	840	849	8	12	16	634
46	MAJOR SUBURBAN	1,110	78	803	829	831	-7	3	5	271
20	OTHER CENTRAL CITY	748	83	823	846	847	1	7	16	129
33	OTHER CC SUBURBAN	357	63	782	796	781	-1	2	-5	132
32	INDEPENDENT TOWN	354	75	803	811	826	-10	2	4	89
24	NON-METRO FAST GROWING	217	57	779	783	774	-48	-91	-87	94
69	NON-METRO STABLE	119	50	759	755	756	-16	-20	-23	59
34	RURAL	39	46	748	768	739	54	23	-4	21
WEALTH (MEDIAN=$157,104)										
43	UNDER $82,513	1,542	76	814	832	831	-10	-2	-5	371
16	$82,513 TO $99,523	608	84	824	848	855	-4	13	7	100
23	$99,524 TO $115,679	49	55	758	760	763	20	0	-10	22
26	$115,680 TO $133,839	597	78	799	843	839	1	12	27	133
25	$133,840 TO $157,103	173	68	786	813	805	-14	4	3	56
32	$157,104 TO $181,840	285	72	793	810	820	-14	-13	-9	79
23	$181,841 TO $220,234	459	72	796	804	807	-3	1	3	130
30	$220,235 TO $287,975	1,572	85	826	851	858	25	24	27	236
29	$287,976 TO $443,845	1,176	76	805	812	828	-3	-2	10	280
19	OVER $443,845	59	63	780	791	796	39	35	46	22
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*
WEALTH (ST AVG=$205,696)										
177	UNDER $205,696	3,391	76	807	831	831	-7	3	4	810
89	OVER $205,696	3,129	80	815	832	842	12	12	18	619
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 20, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3-SPANISH : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
WEALTH BY EQUAL RADA PER GROUP										
22	UNDER $51,611	998	76	818	836	827	-8	-3	-8	244
19	$51,611 TO < $79,599	323	66	773	779	794	-18	-12	-8	110
12	$79,599 TO < $93,431	825	86	833	859	867	-3	13	9	116
25	$93,431 TO < $111,174	45	58	766	770	763	41	22	-7	19
15	$111,174 TO < $124,674	542	78	801	845	844	-3	6	26	121
15	$124,674 TO < $133,840	63	75	781	812	788	12	18	6	16
12	$133,840 TO < $147,075	98	67	773	818	800	2	27	15	32
12	$147,075 TO < $156,339	72	71	812	813	820	-18	-14	1	21
16	$156,339 TO < $163,010	89	65	775	798	783	-12	-2	-12	31
10	$163,010 TO < $174,981	177	76	804	816	843	-29	-29	-17	43
12	$174,981 TO < $190,253	64	67	777	784	770	10	-1	6	21
8	$190,253 TO < $206,247	95	62	763	767	756	-10	0	-6	36
8	$206,247 TO < $217,719	314	75	809	819	828	2	5	6	78
18	$217,719 TO < $244,860	113	68	774	803	806	23	14	42	36
9	$244,860 TO < $268,755	14	29	675	765	708	-82	0	-124	10
1	$268,755 TO < $269,138	1,381	87	834	856	866	29	26	30	174
10	$269,138 TO < $298,578	93	75	778	824	806	17	31	21	23
11	$298,578 TO < $367,048	446	85	826	845	861	12	10	20	69
5	$367,048 TO < $388,497	688	70	789	789	806	-14	-13	3	203
26	$388,497 AND OVER	80	68	793	800	803	15	27	27	26
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*
TOTAL TAX EFFORT (ST AVG=$0.9592)										
59	UNDER 0.8080	1,159	77	814	832	831	-11	-10	-1	265
70	0.8080 TO UNDER 0.9712	4,094	79	815	833	842	7	9	16	840
78	0.9712 TO UNDER 1.1289	906	78	805	833	837	4	11	10	203
59	1.1289 AND OVER	361	66	777	802	790	-14	13	-9	121
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*
M&O EFF. TAX EFFORT (MEDIAN=$0.8123)										
64	UNDER 0.6767	2,085	78	817	837	838	-9	-1	0	452
71	0.6767 TO 0.8122	3,328	80	815	834	843	13	13	20	669
73	0.8123 TO 0.9647	699	76	796	819	823	-7	-4	0	167
58	OVER 0.9647	408	65	778	803	791	-14	13	-9	141
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*
M&O EFF. TAX EFFORT (ST AVG=$0.8140)										
136	UNDER 0.8140	5,416	79	816	835	841	5	8	13	1,123
130	OVER 0.8140	1,104	72	790	813	812	-9	3	-2	306
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 20, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3-SPANISH : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
APR GROUPS: ENROLL¦WEALTH¦% LOW INC										
14	<1K ¦ < AVG. ¦ <40%	14	36	743	734	706	101	50	2	9
22	<1K ¦ < AVG. ¦ >=40	58	41	711	758	737	-26	-29	-22	34
14	<1K ¦ > AVG. ¦ <40%	9	33	735	743	758	13	26	49	6
10	<1K ¦ > AVG. ¦ >=40	10	50	764	755	735	92	-16	-9	5
12	1K TO < 3K ¦ < AVG. ¦ <40%	10	30	673	758	687	-99	-21	-109	7
31	1K TO < 3K ¦ < AVG. ¦ >=40	225	55	774	777	748	-4	-6	-47	101
13	1K TO < 3K ¦ > AVG. ¦ <40%	22	27	673	714	706	-98	-73	-55	16
9	1K TO < 3K ¦ > AVG. ¦ >=40	20	95	880	881	897	157	127	145	1
31	3K TO < 10K ¦ < AVG. ¦ <40%	119	84	827	826	852	26	19	42	19
27	3K TO < 10K ¦ < AVG. ¦ >=40	494	67	794	801	805	-7	-9	-8	162
19	3K TO < 10K ¦ > AVG. ¦ <40%	56	45	732	743	743	-29	-31	-24	31
1	3K TO < 10K ¦ > AVG. ¦ >=40	9	78	792	846	856	0	0	0	2
20	>10K ¦ < AVG. ¦ <40%	415	66	775	795	793	-29	-17	-13	142
20	>10K ¦ < AVG. ¦ >=40	2,056	84	824	854	856	-2	10	14	336
17	>10K ¦ > AVG. ¦ <40%	529	78	805	828	831	25	28	36	115
6	>10K ¦ > AVG. ¦ >=40	2,474	82	820	836	848	12	11	17	443
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*
SPTB HIGHEST CATEGORY										
130	RESIDENTIAL	3,432	79	813	836	840	-5	3	7	726
34	LAND	84	60	777	783	781	12	-28	-20	34
36	OIL AND GAS	146	60	763	791	791	-34	-6	-24	58
66	BUSINESS	2,858	79	812	828	836	11	10	17	611
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)										
166	NO SMALL/SPARSE ADJUSTMENT	6,244	79	814	834	841	4	9	14	1,288
44	UNDER 22.0%	191	52	766	777	734	-19	-25	-52	92
25	22.0% TO UNDER 31.4%	56	41	715	750	736	-39	-39	-33	33
16	31.4% TO UNDER 36.8%	15	47	773	783	741	94	69	52	8
15	36.8% AND OVER	14	43	747	762	760	50	15	7	8
PDI LEVEL (MEDIAN=1.07)										
21	UNDER 1.05	17	47	731	772	709	-38	-17	-51	9
12	1.05 TO UNDER 1.06	11	55	751	745	751	62	31	-4	5
39	1.06 TO UNDER 1.08	70	61	789	793	803	4	-4	10	27
77	1.08 TO 1.11	250	64	775	788	795	3	-5	7	90
117	1.11 AND OVER	6,172	79	813	834	839	2	8	11	1,298

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 20, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3-SPANISH : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
OPERATING COST/RADA (ST AVG= $3,814)										
57	UNDER $3,467	1,502	78	815	833	838	-20	-16	-15	329
87	$3,467 TO $3,801	1,690	75	802	829	831	3	11	21	418
61	$3,802 TO $4,210	2,218	83	825	846	850	21	25	23	380
38	$4,211 TO $4,911	1,085	73	795	802	817	-9	-9	2	291
23	OVER $4,911	25	56	744	775	765	-27	3	-14	11
ESC REGION										
29	I EDINBURG	1,071	75	814	831	826	-4	0	-2	268
7	II CORPUS CHRISTI	9	56	727	779	774	-50	-3	-11	4
7	III VICTORIA	6	67	748	771	729	46	37	6	2
29	IV HOUSTON	2,034	82	816	840	846	14	15	19	376
1	V BEAUMONT	0	*	*	*	*	*	*	*	*
13	VI HUNTSVILLE	34	56	741	785	773	-10	20	3	15
16	VII KILGORE	104	82	833	812	849	41	15	40	19
2	VIII MT PLEASANT	5	20	659	716	719	-175	-80	-88	4
2	IX WICHITA FALLS	3	*	*	*	*	*	*	*	*
23	X RICHARDSON	888	73	800	802	816	-1	0	13	242
17	XI FORT WORTH	310	74	795	815	823	-16	-5	-4	82
15	XII WACO	40	60	781	795	775	73	68	67	16
18	XIII AUSTIN	165	87	831	859	876	5	3	6	22
6	XIV ABILENE	4	*	*	*	*	*	*	*	*
6	XV SAN ANGELO	31	68	781	806	791	-32	26	21	10
15	XVI AMARILLO	41	49	756	749	762	-40	-39	-16	21
16	XVII LUBBOCK	39	67	793	790	790	45	27	3	13
14	XVIII MIDLAND	86	66	769	774	792	-30	-23	10	29
10	XIX EL PASO	1,378	83	821	855	857	-2	10	13	233
20	XX SAN ANTONIO	272	75	803	807	811	-13	4	-9	68
TEAMS: PCT PASSING ALL TESTS TAKEN										
30	UNDER 60%	601	62	781	792	785	-22	-19	-40	230
112	60% TO UNDER 75%	5,101	81	818	839	846	4	9	15	970
120	75% TO UNDER 90%	813	72	790	808	809	18	21	29	225
4	90% AND OVER	5	20	657	713	675	-111	-213	-181	4
DENSITY (ST AVG=11.34 RADA/SQ MI)										
75	LESS THAN 5	158	54	759	771	761	-1	8	-8	73
67	5 TO UNDER 20	453	69	793	802	808	-22	-25	-20	141
56	20 TO UNDER 100	651	76	812	822	836	9	2	14	157
68	100 AND OVER	5,258	80	814	837	841	3	10	13	1,058
0	SPECIAL DISTRICTS	0	*	*	*	*	*	*	*	*

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY JULY 20, 1990
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3-SPANISH : ONE-YEAR GAINS

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
92	DECLINING RADA	1,081	71	790	794	805	-11	-8	-2	317
98	0% TO UNDER 3%	3,728	82	821	843	851	8	12	18	654
51	3% TO UNDER 6%	1,125	75	807	830	829	3	8	12	286
20	6% TO UNDER 10%	252	57	758	775	763	-12	-14	-31	109
7	10% AND OVER	334	81	830	859	851	-12	-3	-11	83
PCT BLACK PUPILS (ST AVG=14.50%)										
148	UNDER 5%	2,920	77	810	835	834	-6	4	3	683
40	5% TO UNDER 10%	512	80	808	829	837	20	25	35	102
38	10% TO UNDER 20%	403	78	804	832	826	-1	5	-1	89
22	20% TO UNDER 30%	123	55	753	763	757	3	15	13	55
15	30% TO UNDER 50%	2,546	81	818	831	844	11	8	16	489
3	50% AND OVER	16	31	686	703	751	-88	-47	15	11
PCT HISPANIC PUPILS (ST AVG=33.10%)										
25	UNDER 5%	27	56	726	757	719	-29	-61	-101	12
36	5% TO UNDER 10%	168	61	749	782	779	-26	-4	-6	66
47	10% TO UNDER 20%	303	65	777	790	794	20	22	28	105
37	20% TO UNDER 30%	666	77	814	830	838	-2	3	12	151
41	30% TO UNDER 50%	2,572	81	817	833	844	11	10	16	486
80	50% AND OVER	2,784	78	814	838	838	-4	6	6	609
PCT MINORITY PUPILS (ST AVG=49.70%)										
7	UNDER 5%	4	*	*	*	*	*	*	*	*
12	5% TO UNDER 10%	9	22	650	718	684	-59	-88	-154	7
29	10% TO UNDER 20%	66	44	708	749	734	-24	-14	-28	37
41	20% TO UNDER 30%	186	67	766	812	793	13	31	22	61
65	30% TO UNDER 50%	728	77	810	821	830	14	17	30	166
112	50% AND OVER	5,527	79	814	834	840	1	6	9	1,156
PERCENT LOW INCOME (ST AVG=39.75%)										
40	UNDER 20%	291	61	754	782	773	2	10	8	114
45	20% TO UNDER 30%	248	76	814	830	833	41	41	55	60
55	30% TO UNDER 40%	635	73	794	811	818	-17	-7	2	171
59	40% TO UNDER 60%	3,171	82	820	837	848	10	12	16	564
37	60% TO UNDER 80%	1,041	80	815	846	847	-6	0	14	212
30	80% AND OVER	1,134	73	806	824	818	-5	3	-7	308

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RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
FEBRUARY 1990 TEAMS PERFORMANCE AND SCALED SCORE GAINS
FROM FEBRUARY 1989 TO FEBRUARY 1990
GRADE 3-SPANISH : ONE-YEAR GAINS

JULY 20, 1990

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED FEB 1990	PERCENT PASSING ALL TESTS TAKEN FEB 1990	-AVERAGE SCALED SCORE- FEBRUARY 1990 MATH	READING	WRITING	-AVERAGE SCALED SCORE- GAINS OR LOSSES -FEB 1989 TO FEB 1990- MATH	READING	WRITING	STUDENTS NEEDING ANY REMEDIATION
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
56	UNDER 9.7 YEARS	1,243	75	810	833	826	2	14	5	308
70	9.7 TO UNDER 11.1 YEARS	1,204	75	804	825	831	-16	-10	-10	298
83	11.1 TO UNDER 12.3 YEARS	2,785	83	821	848	852	18	18	25	482
57	12.3 YEARS AND OVER	1,288	74	798	802	816	-14	-11	2	341
AVG. TEACHER SALARY (ST AVG=$25,845)										
21	UNDER $23,176	58	64	779	821	760	32	36	-57	21
52	$23,176 TO UNDER $24,237	179	54	755	782	756	4	20	-12	82
77	$24,237 TO UNDER $25,425	1,266	79	817	835	846	-6	1	2	269
116	$25,425 AND OVER	5,017	79	812	832	837	5	8	15	1,057
PCT MINORITY TCHRS (ST AVG=22.30%)										
89	UNDER 5%	250	57	745	773	765	-6	1	-5	108
51	5% TO UNDER 10%	470	74	798	814	818	30	31	40	122
46	10% TO UNDER 20%	409	77	808	826	831	-1	11	22	93
16	20% TO UNDER 30%	288	78	813	839	848	-17	-20	-21	63
28	30% TO UNDER 50%	2,431	79	812	831	840	-4	3	12	514
36	50% AND OVER	2,672	80	819	839	842	8	11	10	529
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
47	UNDER 19.0%	885	73	808	828	815	8	14	2	238
70	19.0% TO UNDER 26.7%	1,757	82	819	848	852	-10	3	8	325
81	26.7% TO UNDER 34.9%	1,189	69	783	800	805	-13	-7	0	359
68	34.9% AND OVER	2,709	81	820	835	846	16	13	19	507
		*	*	*	*	*	*	*	*	*
266	STATE TOTAL	8,520	78	811	831	836	2	7	10	1,429

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

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Appendix A

Texas Educational Assessment of Minimum Skills
Number of Instructional Objectives

	Mathematics	English Language Arts	Total
Exit Level	18	18	36

	Mathematics	Reading	Writing	Total
Grade 9	11	11	11*	33
Grade 7	11	10	10*	31
Grade 5	11	9	11*	31
Grade 3	11	9	9*	29
Grade 3–Spanish	11	9	7	27

* This figure includes all objectives eligible for testing in the skill area of written composition. Only seven objectives are assessed each year.

Appendix B

Texas Educational Assessment of Minimum Skills
Grade 9 Written Composition
Analytic Information Summary

USED WRONG PURPOSE/MODE

The purpose/mode at Grade 9 was Persuasive (purpose) Descriptive (mode); that is, the student was required to declare a position, either pro or con, on a particular issue and then present convincing reasons in support of that position. Since the purpose of the task was persuasion, the student was expected to influence a specified audience to accept his/her point of view on that issue.

The most common problems regarding purpose/mode were compositions in which the student did not state a position on the given topic, provided information on both sides of the issue without stating a position, or merely provided factual information about the topic in an "all I know about" manner.

LACKED ORGANIZATION/STRUCTURE

Organization is the degree to which a response is focused and clearly and logically ordered.

On the Grade 9 written composition, poorly organized responses were unfocused with little or no sense of continuity between individual sentences and/or paragraphs. No discernible organizational strategy was apparent. The student might have presented reasons in a random or repetitive fashion, thereby causing gaps and making thought patterns difficult to follow; or the student might have rambled, presenting numerous details which did not enhance the argument. Also, lack of organization on a very short paper could have meant that there was not enough writing to determine whether or not the student had an organizational strategy.

LACKED SUPPORT AND/OR ELABORATION

Sufficient elaboration in a successful response is dependent upon the degree to which the student provides convincing reasons in support of his/her stated position. Elaboration may take the form of action words (verbs), adjectives, adverbs, analogies, comparisons, conversations, descriptions, examples, figurative language, metaphors, personification, quotations, sensory images, similes, and superlatives (adjectives).

Student responses which lacked support and/or elaboration addressed the prompt (test question) in a skeletal way. These responses may have presented a position along with one or more reasons, and there may even have been some meager extension of these ideas, but the information and explanation were insufficient to provide a minimally sound case in support of the position chosen.

LACKED LANGUAGE CONTROL

Language control measures the student's ability to communicate effectively in the English language. This ability determines not only the extent to which the response flows smoothly from word to word, sentence to sentence, and paragraph to paragraph but also the effectiveness and precision of the response as a whole.

Students who lacked language control made errors which interrupted the fluency of their responses. These errors included agreement problems; missing words; incorrect usage; awkward, convoluted sentences; and incorrect syntax (illogical arrangement of words in a sentence). Because errors in spelling, capitalization, and punctuation are common in first-draft writing, they were not considered language control problems unless they were so severe that meaning was impaired.

WROTE OFF TOPIC

The student wrote on an entirely different topic than the one specified.

NO WRITING ATTEMPTED

The student left his/her paper blank.

WROTE IN A FOREIGN LANGUAGE

The student wrote his/her entire response in a language other than English.

PAPER WAS ILLEGIBLE/INCOHERENT

The paper could not be scored because it was completely unreadable. An illegible paper was one in which the handwriting could not be read; an incoherent paper was one in which letters or words were strung together in a meaningless fashion.

DID NOT WRITE ENOUGH TO SCORE

The student attempted to respond to the prompt, but this attempt contained an insufficient amount of writing to score.

COPIED THE PROMPT

The student repeated or paraphrased the prompt but did not attempt to respond to it.

EXPLICITLY REFUSED TO WRITE

The student's paper contained nothing more than an explicit refusal to respond to the specified prompt.

Appendix C

Texas Educational Assessment of Minimum Skills
Minimum Passing Scores

Exit Level

Grade	Mathematics	English Language Arts
11 (1985-1986)	36 of 72	45 of 72
11 (1986-1987)	39 of 72	50 of 72*
11 (1987-1988)	50 of 72*	50 of 72*
11 (1988-1989)	48 of 72*	50 of 72*
11 (1989-1990)	50 of 72*	50 of 72*

* This mastery standard corresponds to a scaled score of 700.

Grades 3 through 9
1989-1990

The mastery requirement for each subject area test at Grades 3, 5, 7, and 9 corresponded to a scaled score of 700. This 700 was achieved by obtaining the appropriate number of items correct as shown in the following table.

	Mathematics	Reading	Writing		
Grade			Multiple Choice	+ Written Composition =	Derived Total
9	26 of 44	30 of 44	20 of 24	2 of 4	32
7	27 of 44	26 of 40	16 of 24	2 of 4	28
5	27 of 44	23 of 36	21 of 24	2 of 4	33
3	36 of 44	27 of 36	21 of 24	2 of 4	33
3–Spanish	32 of 44	18 of 36	15 of 28	–	–

A student who mastered all objectives for any subject at any grade but whose raw score fell below the minimum level was automatically awarded a scaled score of 702. Also, a student who fails to master the written composition at Grade 7 but whose writing multiple choice score is high enough to bring his/her combined writing score over the minimum linking score for mastery will automatically be awarded a scaled score of 699.

Appendix D

The following tables display the conversion of the TEAMS raw score, i.e., the number of items correct, to the TEAMS scaled score for each subject area at each grade level. A description of the scale transformation procedure is summarized in the Student Assessment memoranda entitled "Summary of Scale Transformation Procedure for Exit Level TEAMS, October 1989," "Summary of Scale Transformation Procedure for Exit Level TEAMS, May 1990," and "Summary of Scale Transformation Procedure for 3, 3–Spanish, 5, 7, and 9 TEAMS, February 1990."

The scaled scores quoted on summary reports for any group of students (campus, district, region, or state) are obtained by averaging the scaled scores for all students in that group.

Scaled Score Conversion
Grade 3 – February 1990

TEAMS Raw Score (# of items correct)	TEAMS Scaled Score		
	Mathematics	Reading	Writing
0	409	392	385
1	422	408	391
2	426	408	404
3	427	409	406
4	427	413	406
5	427	421	408
6	429	433	412
7	431	449	416
8	433	465	422
9	435	481	427
10	439	497	433
11	444	511	440
12	450	525	447
13	457	537	456
14	466	549	467
15	475	561	478
16	483	572	489
17	493	583	500
18	503	594	512
19	512	604	523
20	522	616	534
21	532	627	545
22	541	638	557
23	551	651	570
24	561	663	582
25	571	677	596
26	582	691	610
27	593	706	625
28	604	723	641
29	614	740	658
30	625	760	672
31	637	783	682
32	649	809	692
33	662	840	704
34	675	879	720
35	690	928	743
36	706	999	775
37	723		802
38	743		817
39	765		819
40	790		823
41	820		832
42	858		852
43	911		879
44	999		900
45			925
46			955
47			955
48			999

Scaled Score Conversion
Grade 3 – Spanish
February 1990

TEAMS Raw Score (# of items correct)	TEAMS Scaled Score		
	Mathematics	Reading	Writing
0	368	477	476
1	373	484	491
2	380	495	506
3	387	502	521
4	392	508	531
5	397	522	545
6	406	544	566
7	413	560	585
8	430	576	603
9	445	595	622
10	458	611	638
11	470	626	652
12	482	640	665
13	494	652	677
14	503	664	689
15	512	674	702
16	524	681	715
17	535	689	727
18	544	700	740
19	555	704	752
20	565	711	765
21	576	719	779
22	587	727	794
23	595	734	813
24	604	741	833
25	615	749	858
26	626	757	887
27	640	767	928
28	652	778	999
29	666	791	
30	678	806	
31	691	822	
32	703	842	
33	716	865	
34	730	894	
35	745	935	
36	761	999	
37	778		
38	797		
39	817		
40	838		
41	864		
42	897		
43	938		
44	999		

Scaled Score Conversion
Grade 5 – February 1990

TEAMS Raw Score (# of items correct)	TEAMS Scaled Score		
	Mathematics	Reading	Writing
0	455	482	380
1	467	491	386
2	469	493	399
3	469	495	401
4	470	498	402
5	471	504	405
6	473	513	409
7	477	524	414
8	483	538	419
9	491	551	424
10	502	565	431
11	515	578	439
12	528	591	450
13	542	603	460
14	556	614	470
15	570	624	480
16	583	634	491
17	595	644	501
18	607	654	510
19	618	664	521
20	629	674	530
21	640	684	541
22	651	694	552
23	661	705	563
24	670	715	575
25	680	726	587
26	689	738	601
27	700	750	615
28	707	764	630
29	716	778	645
30	724	793	661
31	733	810	678
32	742	829	693
33	751	852	706
34	761	881	720
35	771	922	736
36	782	999	756
37	795		780
38	808		806
39	824		821
40	843		827
41	865		837
42	894		857
43	934		896
44	999		931
45			935
46			939
47			948
48			999

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Scaled Score Conversion
Grade 7 – February 1990

TEAMS Raw Score (# of items correct)	TEAMS Scaled Score		
	Mathematics	Reading	Writing
0	477	473	450
1	487	481	456
2	487	486	465
3	488	487	466
4	489	487	469
5	490	488	475
6	494	490	481
7	499	494	487
8	507	499	494
9	517	507	502
10	529	518	513
11	543	529	525
12	556	541	538
13	568	553	550
14	581	565	561
15	592	576	572
16	602	587	582
17	613	599	592
18	623	609	601
19	632	620	610
20	642	631	620
21	651	642	630
22	660	653	639
23	669	664	649
24	677	675	659
25	686	687	669
26	695	700	679
27	704	711	690
28	713	724	700
29	722	737	711
30	732	750	721
31	742	764	733
32	752	779	745
33	763	795	758
34	773	812	772
35	785	831	788
36	797	852	804
37	809	878	821
38	823	907	836
39	838	945	846
40	855	999	851
41	875		857
42	901		867
43	937		882
44	999		902
45			924
46			941
47			945
48			999

Scaled Score Conversion
Grade 9 – February 1990

TEAMS Raw Score (# of items correct)	TEAMS Scaled Score		
	Mathematics	Reading	Writing
0	479	453	384
1	488	462	395
2	490	465	400
3	490	466	401
4	492	467	404
5	494	468	408
6	499	469	413
7	507	472	419
8	518	477	425
9	530	484	432
10	543	493	440
11	556	503	448
12	568	514	457
13	580	526	466
14	590	539	475
15	601	549	485
16	610	561	495
17	619	571	506
18	628	581	516
19	637	591	528
20	646	601	539
21	654	611	551
22	663	621	564
23	671	630	577
24	680	640	591
25	688	650	605
26	700	661	619
27	706	671	633
28	715	681	647
29	725	692	661
30	734	703	676
31	743	714	689
32	754	725	702
33	764	737	716
34	775	749	733
35	787	761	753
36	800	774	777
37	813	789	804
38	828	804	827
39	844	821	840
40	862	842	845
41	882	866	854
42	907	896	874
43	943	937	914
44	999	999	943
45			944
46			947
47			956
48			999

Scaled Score Conversion
Exit Level
October 1989 Administration
Mathematics

TEAMS Raw Score	TEAMS Scaled Score	TEAMS Raw Score	TEAMS Scaled Score
0	422	36	608
1	444	37	615
2	444	38	622
3	444	39	629
4	444	40	635
5	444	41	642
6	444	42	649
7	444	43	655
8	444	44	662
9	445	45	668
10	445	46	674
11	445	47	681
12	446	48	687
13	447	49	694
14	449	50	700
15	452	51	706
16	456	52	713
17	460	53	719
18	466	54	726
19	473	55	733
20	481	56	739
21	489	57	746
22	496	58	754
23	504	59	761
24	513	60	769
25	521	61	777
26	529	62	785
27	538	63	794
28	547	64	803
29	555	65	814
30	563	66	825
31	571	67	839
32	579	68	855
33	586	69	875
34	593	70	901
35	601	71	938
		72	999

Scaled Score Conversion
Exit Level
October 1989 Administration
English Language Arts

TEAMS Raw Score	TEAMS Scaled Score	TEAMS Raw Score	TEAMS Scaled Score
0	539	36	627
1	555	37	631
2	555	38	636
3	555	39	641
4	555	40	645
5	555	41	650
6	555	42	655
7	555	43	660
8	555	44	665
9	555	45	670
10	555	46	676
11	555	47	682
12	556	48	688
13	556	49	694
14	557	50	700
15	558	51	706
16	559	52	713
17	561	53	720
18	564	54	727
19	566	55	734
20	568	56	742
21	571	57	750
22	573	58	758
23	576	59	766
24	580	60	775
25	583	61	785
26	587	62	795
27	590	63	805
28	594	64	817
29	598	65	830
30	602	66	844
31	606	67	859
32	610	68	877
33	614	69	898
34	618	70	923
35	622	71	954
		72	999

Scaled Score Conversion
Exit Level
May 1990 Administration
Mathematics

TEAMS Raw Score	TEAMS Scaled Score	TEAMS Raw Score	TEAMS Scaled Score
0	435	36	610
1	444	37	617
2	444	38	624
3	444	39	630
4	444	40	636
5	444	41	643
6	444	42	650
7	444	43	656
8	445	44	662
9	445	45	668
10	445	46	674
11	446	47	681
12	447	48	687
13	448	49	694
14	451	50	700
15	455	51	706
16	459	52	712
17	464	53	718
18	471	54	725
19	478	55	732
20	486	56	738
21	493	57	745
22	501	58	753
23	509	59	760
24	518	60	768
25	526	61	776
26	534	62	784
27	543	63	793
28	551	64	802
29	559	65	812
30	567	66	824
31	574	67	837
32	582	68	853
33	589	69	874
34	596	70	900
35	603	71	937
		72	999

Scaled Score Conversion
Exit Level
May 1990 Administration
English Language Arts

TEAMS Raw Score	TEAMS Scaled Score	TEAMS Raw Score	TEAMS Scaled Score
0	547	36	624
1	547	37	629
2	554	38	634
3	555	39	639
4	555	40	643
5	555	41	648
6	555	42	653
7	555	43	658
8	555	44	663
9	555	45	668
10	555	46	674
11	555	47	680
12	555	48	686
13	556	49	692
14	556	50	700
15	557	51	704
16	558	52	711
17	559	53	718
18	560	54	725
19	563	55	732
20	565	56	740
21	568	57	748
22	570	58	756
23	573	59	764
24	576	60	773
25	580	61	783
26	583	62	793
27	587	63	803
28	590	64	815
29	595	65	828
30	599	66	842
31	603	67	857
32	607	68	875
33	611	69	896
34	615	70	921
35	620	71	953
		72	999

Appendix E

Categories on the District Demographic Report

The district demographic reports were produced with the following categories.

Average Daily Attendance (ADA) Groupings

Districts are grouped into these nine size categories by their refined average daily attendance (ADA), which is collected for four weeks each semester on the *Superintendent's Report of Pupil Attendance and Contact Hours, Table I.* Refined ADA is calculated by totalling attendance for the best, or highest, four weeks and dividing by four.

District Type

Districts in Texas are classified on a scale ranging from major urban to rural. Factors such as size, growth rates, and proximity to urban areas are used to determine the appropriate group.

Wealth

The wealth of a district is determined by total taxable property value per refined ADA. The property value used is taxable value (for the last complete calendar year, i.e. 1989) as determined by the State Property Tax Board (SPTB). Refined ADA is the current school year ADA, i.e. 1989-1990. This analysis of wealth is broken down into two sections. The first wealth grouping classifies districts into ten wealth categories with approximately equal numbers of districts in each. The second grouping displays districts with wealth under and over the state average. The six special statutory districts form a separate group because they have no taxable property wealth.

Wealth by Equal RADA Per Group

Wealth is defined as total taxable property value per refined ADA and is used as an indicator of a district's ability to raise local funds. The property value used is 1989 taxable value as determined by the State Property Tax Board (SPTB). This wealth grouping classifies districts into 20 categories with approximately equal numbers of students in each. The six special statutory districts form a separate group because they have no taxable property wealth.

Total Effective Tax Rate

Districts are grouped into four tax effort categories, or quartiles, with approximately equal numbers of districts in each. The category shows the total effective tax rate, which is determined by dividing the 1989 total levy amount by the 1989 SPTB total taxable property value. The six special statutory districts are in a separate category because they do not levy property taxes.

Maintenance and Operation Effective Tax Effort

Districts are grouped into four tax effort categories, or quartiles, with approximately equal numbers of districts in each. The category shows the maintenance and operation (M&O) effective tax rate, which is determined by dividing the M&O levy amount by the SPTB total taxable property value. The second M&O tax effort category splits districts above and below the state average M&O effective tax rate. The six special statutory districts do not levy property taxes.

APR Groups

This category splits the districts into sixteen categories by size of enrollment, whether they are above or below the state average for district wealth, and whether they fall above or below a level of 40% low income. The six special districts form a seventeenth category.

State Property Tax Board (SPTB) Highest Category

This section divides districts into the primary State Property Tax Board land use categories: residential, land, oil and gas, or business. The one category of these four which has the greatest total property value for a district determines in which category the district is placed. The six special statutory districts form a separate group because they have no taxable property wealth.

Small/Sparse Adjustment

This category has four categories with approximately equal numbers of districts in each. The districts are grouped by the amount their Small/Sparse Adjustment as a percentage of their Adjusted Basic Allotment. A fifth category contains all districts receiving no Small/Sparse Adjustment.

Price Differential Index (PDI) level

The price differential index reflects geographic variations in costs beyond the control of school districts. The index currently in use has a minimum value of 1.01 and a maximum value of 1.20. This category divides districts into five groups with approximately equal numbers of districts in each.

Operating Cost/ADA

Operating costs, taken from the *Public Education Information Management System* (PEIMS) submitted in Fall 1989 by school districts, are defined as the sum of all expenditures budgeted for the operation of the district, for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. The per student amounts are the current year expenditures divided by the current year refined ADA. Districts are grouped into five categories with approximately equal numbers of districts in each.

Region

The state is divided into 20 regions, each served by an Education Service Center.

TEAMS: Percent Passing All Tests Taken

For all grades and subject areas, the total number of students who passed all sections taken is expressed as a percentage of the total number of students tested. Districts are grouped into four subcategories with the percent passing ranging from under 60 percent to 90 percent and over.

Student Density

The square miles in a school district were determined through a joint effort by the State Property Tax Board (SPTB), the Texas Education Agency, and the Texas Water Commission. School district maps provided by school districts to the SPTB were digitized by the Water Commission and acreage was determined. Density is the number of students in refined ADA per square mile. Density groups range from less than five students per square mile to 100 or more students per square mile. The six special statutory districts form a separate group since mileage data is not available for them.

Refined Average Daily Attendance (RADA)

This category looks at the growth or decline in student population over a one year period. Districts whose refined ADA decline represent one grouping, while the remaining groups show one year growth rates ranging from "0%-3%" to "10% and over."

Black, Hispanic, and Minority Percent

In these categories, districts are grouped according to the ethnic composition of their student population. The *Fall Survey of Pupils in Membership*, a one-day head count taken in the fall of each school year, provides this information. Minority percent is calculated as the sum of all non-white populations expressed as a percent of the total. The non-white populations include American Indian or Alaskan Native; Asian or Pacific Islander; Black, not of Hispanic origin; and Hispanic. Each of these categories has six subcategories with the particular population ranging from less than five percent to fifty percent and over.

Percent Low Income

Percent low income is the best six months average of the previous school year's count of students eligible to participate in the free and reduced price lunch program expressed as a percentage of the current year's refined ADA in the district. There are six groupings in this category ranging from under 20% to 80% and over.

Average Teacher Experience

In this category, districts are grouped into four categories with approximately equal numbers of districts in each. Average years of teacher experience is calculated as the ratio of total years of professional experience for all teachers in the district divided by the total teacher full-time equivalent (FTE) count.

Average Teacher Salary

Average teacher salary is calculated as the total salary of teachers divided by the total FTE count of teachers. The total salary amount does not include career ladder or any other supplements.

Percent Minority Teachers

In this category, districts are grouped according to the minority composition of their teaching populations. Minority percent is calculated as the sum of all non-white teachers expressed as a percent of total teachers. The category has five groupings with the minority population ranging from less than five percent to fifty percent and over.

Percent of Teachers with Advanced Degrees

The percent of teachers with an advanced degree is calculated as the FTE count of teachers with a masters or doctorate degree divided by the total teacher FTE count.

NOTES

[1]Performance on the October 1988, February 1989, April 1989, and May 1989 administrations is reported in *Texas Educational Assessment of Minimum Skills (TEAMS) Student Performance Results 1988-1989*. Performance on the October 1987, February 1988, April 1988, and May 1988 administrations is reported in *Texas Educational Assessment of Minimum Skills (TEAMS) Student Performance Results 1987-1988*. Performance on the February, April, and May 1987 administrations is reported in *Texas Educational Assessment of Minimum Skills (TEAMS) Student Performance Results 1987*. Results for test administrations from 1985 through 1986 are found in the publication, *Texas Educational Assessment of Minimum Skills (TEAMS) Student Performance Results for 1985 and 1986*.

[2]Chris Noble, *Descriptive Statistics, Frequency Plots, and Technical Statistics for the 1989-1990 TEAMS Scores*, Memorandum, Division of Student Assessment, Texas Education Agency, September 1990.

[3]Texas Education Agency, Instructional Strategies Guide, Written Composition, Grades 3, 5, 7, and 9, Austin, August 1986.

[4]IOX Assessment Associates, *Setting Passing Standards for the Texas Educational Assessment of Minimum Skills*, Culver City, CA, June 6, 1985.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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